A STUDY OF THE SELECTION OF COMMISSIONED AND ENLISTED INSTRUCTORS IN THE SCHOOLS OF THE UNITED STATES MARINE CORPS

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A STUDY OF THE SELECTION OF COMMISSIONED AND ENLISTED INSTRUCTORS IN THE SCHOOLS OF THE UNITED STATES MARINE CORPS

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INTRODUCTION

> The objective of all training in the Marine Corps is to develop pride and self-confidence, discipline, physical fitness, technical proficiency, initiative, adaptability to the varied condition in the field, leadership, teamwork, and tactical proficiency in the individual and in the unit.[1]

In order to fulfill this objective, the Marine Corps has evolved a system of schools to teach the facts and inculcate the attitudes considered desirable. Over the years these schools have become larger and better equipped, the fund of knowledge on which they are based has become tremendously enlarged, and the students are now selected largely on their aptitudes for the material taught in any particular school. (30) The methods of selecting instructors, however, have not kept pace. At the Headquarters Marine Corps level, the criteria for assignment to instructional billets for commissioned and enlisted personnel are technical background in the subject(s) to be taught, and availability.

The research activities of the Marine Corps, Navy, Army, and Air Force report that no studies of instructor selection have been made by them.[2] There are, however, a large number of civilian studies. Meriam (23) in 1906 was a pioneer in the study of the problem, but since then there have been approximately one hundred fifty studies made of teacher, or instructor, selection. Steiner and Von Haden (29) reviewed one hundred thirty three of these studies in 1940, and Barr (5) summarized one hundred forty one of the studies in 1948.

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[1] Letter of Instruction 1544 from the Commandant of the Marine Corps to all Commanding Officers, Par. #1.

[2] See Appendix "B", p. 4.

PURPOSE

This study is largely exploratory in nature. To find the means by which the administrators at the school level supplement the broad policies laid down by Headquarters Marine Corps. The purpose of the study is three-fold:

1. To discover the patterns of local methods and policies of instructor selection in formally organized schools and organizational schools paralleling them.
2. To examine the effectiveness of these methods and policies.
3. To suggest, using these patterns as a base, a method of instructor selection.

METHODS AND PROCEDURES

A questionnaire was decided upon as the instrument with which to collect data, even though this method of securing information has severe limitations. The random quality of a sample may be destroyed because often only people of extreme opinions will bother to answer a questionnaire. The questionnaire technique prevents reconsideration of answers by the respondents and questions may be answered with little thought or be omitted altogether. However, the limitations of time, distance, expense, and ability made the use of any other method impractical. Also it was felt that since the total number of Marine Corps schools is not large, very nearly 100% return could be obtained through the use of follow-up correspondence. A questionnaire to elicit the desired information about the selection of instructors was designed in a conference with both military and academic people. The questionnaire evolved, through further

consultations, to the third revision which was sent with two military style letters to a pilot group of ten commanding officers. Nine of the ten pilot questionnaires were returned completed and accompanied by appropriate critical comments.

As a result of this pilot study:

1. The scope of the investigation was reduced. Originally it was not intended to distinguish between unit training and school training. Unit training is the ordinary routine instruction that a rifleman gets in the infantry, or a truck driver gets in motor transport. School training is specialist training, for which a marine is sent either to a school somewhere in his own organization, or to a larger school set up to teach a given specialty for all the organizations in the Marine Corps. Examples of school training might be the schools for auto mechanics, or radio operators, or cooks and bakers. As was pointed out in some of the pilot study comments,[1] to be an instructor for unit training is not the same thing as being an instructor in a school. The instructors in unit training are primarily commanders of units and only secondarily or occasionally instructors. Since these men are principally commanders they are necessarily selected on the basis of their qualifications to command, which is a somewhat different problem than the one here considered. Consequently, no attempt is made to include the instructors in

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[1] Appendix "B", pp. 1-2, from Lt. Col. W. F. Harris, USMC; p. 3, excerpts from Lt. Col. B.D. Godbold, USMC

regular unit training in this study.

2. Some questions were deleted from the questionnaire. It was found that some of the questions were not clear to respondents. Information for which some questions called was so difficult for the respondent to obtain accurately that it was felt returns would contain a large number of rough estimates. Each of these questions was eliminated entirely.
3. The basic letter was revised to include a definition of "instructor" as it is used in the study.
4. One question in the questionnaire was expanded to show the relationship between the subject matter of courses and the rank order of selection criteria used by the respondent.

When the pilot study was concluded, Headquarters Marine Corps made available the mailing addresses of all U.S.M.C. schools, Fleet Marine Force Battalions, and Marine Corps Posts and Stations with a strength of 200 or more men. The total N was 102 organizations as shown in Table I below.

Table I

Type Unit	Represented by Returned Questionnaires	Stated No Schools	Did Not Respond	Used In Pilot	Total
Schools	28	1	7	0	36
FMF, Btns.	8	4	18	2	32
Posts & Stations	12	7	9	6	34
Totals	48	12	34	8	102

N shrank during the study from the original 102 organizations to 36 completed questionnaires for the following reasons:

1. Eight of the organizations were used in the pilot study.[1]

2. One of the schools existed only on paper at the time the study was conducted.

3. N was initially overstated by an unknown number of Fleet Marine Force Battalions and Marine Corps Posts and Stations which could not return a completed questionnaire because they did not have a school paralleling the formally organized schools.[2]

4. Some administrative commands in charge of more than one school returned one questionnaire covering as many as 11 schools. Consequently, although 28 schools were represented, 80% by returned questionnaires, only 16 questionnaires were returned from the formally organized schools.

Each of 94 organizations (102 less the eight used in the pilot study) was sent a copy of the final questionnaire and two explanatory letters.[3] At the end of 60 days, a limited amount of follow-up correspondence was initiated, directed to those formally organized schools which had definitely not returned a completed questionnaire and to those schools which possibly had not returned the questionnaire. At the end of 30 days more, or a total of 90 days after the questionnaires were sent out, work on the analysis of data was begun. At that time, although several schools had not returned their questionnaires, those schools were all under one, or possibly two, administrative commands and it was not considered that the

---

[1] Ten pilot questionnaires were sent out, the other two were sent to Posts and Stations with less than 200 man strength.

[2] There was no evidence as to what organizations did have schools paralleling the formally organized schools, consequently the actual percentage of returns is unknown.

[3] Appendix "A", pp. 1-6.

addition of one or two more completed questionnaires would change the results enough to warrant more waiting time and more correspondence. Upon return of the completed questionnaires, the material which they contained was examined in three ways.

1. The total group was broken down into subgroups according to the type of organization from which it came (schools, Fleet Marine Force Battalions, or Posts and Stations). Each questionnaire was compared with all the others in its subgroup.
2. Each answer was taken from its context and first compared with all the other answers to a given question in the subgroup, then with all other answers to a given question in the total group.
3. Each complete questionnaire, together with any accompanying letters, was considered as an individual item. Each questionnaire was studied for general tone of response and then compared with each of the other complete questionnaires.

Statistical analysis was limited by the nature of the data to the simplest varieties of counting and measuring. Frequency of mention and ranking were freely used; their limitations are pointed out in the Results and Discussions sections of the study. Much of the material returned in the questionnaires was too diversified to quantify and was analyzed qualitatively. Where any interpretations of remarks are made in the interest of clarity or brevity, they are so noted.

The final form of the questionnaire was not entirely satisfactory, discrepancies are noted and explained in the Results section as they occur.

RESULTS

Questions in this section are not taken up in the same order as in the questionnaire. The reason for this difference is that in the questionnaire the questions were scrambled in an attempt to induce the respondent to answer each question independently, with little or no reference to his other answers. The attempt was not entirely successful since several respondents answered one question with a reference to the answer to another. In this section an attempt is made to report results in a manner which makes reference from one set of answers to another as easy as possible.

In reporting results each question will be identified by its number in the questionnaire to simplify reference to the appendices. Each question will be quoted and the figures, tables, or comments pertaining to the question will be presented.

7. For the purposes of this research, instructors have been divided into ten (10) classes, called decile ranks. These classes are outlined below, and to the right of each class are two boxes, one marked, "Officers" and one marked, "Enlisted". Please enter the number of instructors in your command in each class, in the appropriate box.

	Off.	Enl.
Class 1 - spends 1% through 10% of his working time instructing.	___	___
Class 2 - spends 11% through 20% of his working time instructing.	___	___
Class 3 - spends 21% through 30% of his working time instructing.	___	___
Class 4 - spends 31% through 40% of his working time instructing.	___	___
Class 5 - spends 41% through 50% of his working time instructing.	___	___
Class 6 - spends 51% through 60% of his working time instructing.	___	___
Class 7 - spends 61% through 70% of his working time instructing.	___	___
Class 8 - spends 71% through 80% of his working time instructing.	___	___

	Off.	Enl.
Class 9 - spends 81% through 90% of his working time instructing.	___	___
Class 10 - spends 91% through 100% of his working time instructing.	___	___
TOTAL	___	___

Figures 1 through 6 illustrate the percentages of working time spent instructing by commissioned and enlisted instructors of the various sub-groups.

Organized Schools

Though 16 questionnaires were returned from the officially organized U.S.M.C. schools, one of these returned questionnaires was from a school composed largely of army personnel. The instructor strength of this school was not included in Figures 1 or 2 below. Figure 1, for commissioned instructors, is based upon 12 returns; 16 less the combined service school, less three schools which use only enlisted instructors. Figure 2, for enlisted instructors, is based upon 11 returns; 16 less the combined service school, less four schools which use only commissioned instructors.

Fleet Marine Force Battalions

Though 10 questionnaires were returned from Fleet Marine Force Battalions, only nine of these questionnaires were used in Figures 3 and 4. One questionnaire was omitted since it reported such a high percentage of the total command as instructors that it appeared the respondent had confused unit instruction, in which any man in any capacity of authority is, strictly speaking, an instructor to all those junior to him; with school instruction, in which only those persons so designated are instructors.

Figure 3 is based upon six questionnaires since three of the nine surviving questionnaires did not have this question answered. Figure 4 is based upon five questionnaires since one of the six Fleet Marine Force schools which answered the question as was desired, employs commissioned instructors only.

Posts and Stations

Posts and Stations also returned 10 questionnaires, but only nine of these questionnaires were used in Figures 5 and 6. One questionnaire was omitted since such a high percentage of the total command was reported as instructors that it appeared likely the respondent was actually referring to unit training instructors.

Figure 5 is based upon eight questionnaires since one of the nine remaining questionnaires was from a post or station where enlisted instructors only are used.

Figure 6 is based upon nine questionnaires. It was considered desirable to label the instructors in the Marine Corps correspondence school since they are a special class of instructors. Failure to label and identify them would lead to an erroneous impression of the number of enlisted instructors on posts and stations who actually work in contact with the students.

Figures 1 through 6 show large variations in percentages of time spent instructing. Enlisted instructors appear to spend more of their working time instructing than commissioned instructors. The importance accorded the function of instructing may be reflected to some measure in these figures.

Figure 1

PERCENTAGE OF WORKING TIME DEVOTED TO INSTRUCTION BY COMMISSIONED INSTRUCTORS IN ORGANIZED U.S.M.C. SCHOOLS

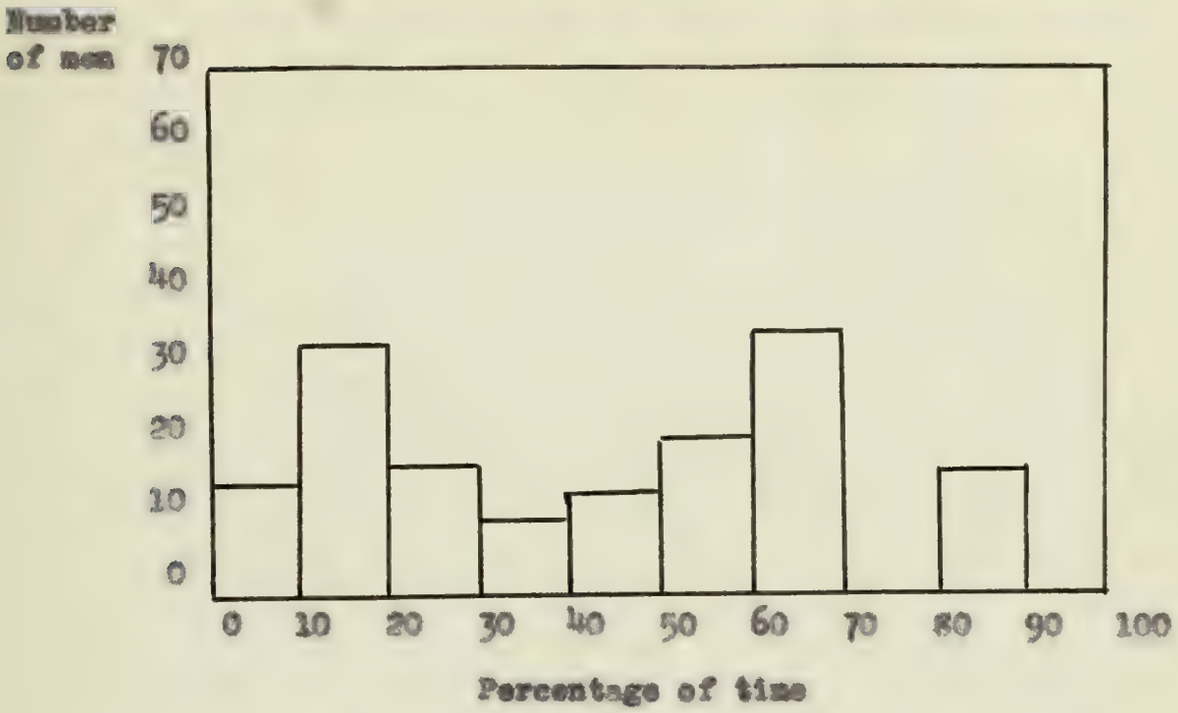


Figure 2

PERCENTAGE OF WORKING TIME DEVOTED TO INSTRUCTION BY ENLISTED INSTRUCTORS IN ORGANIZED U.S.M.C. SCHOOLS

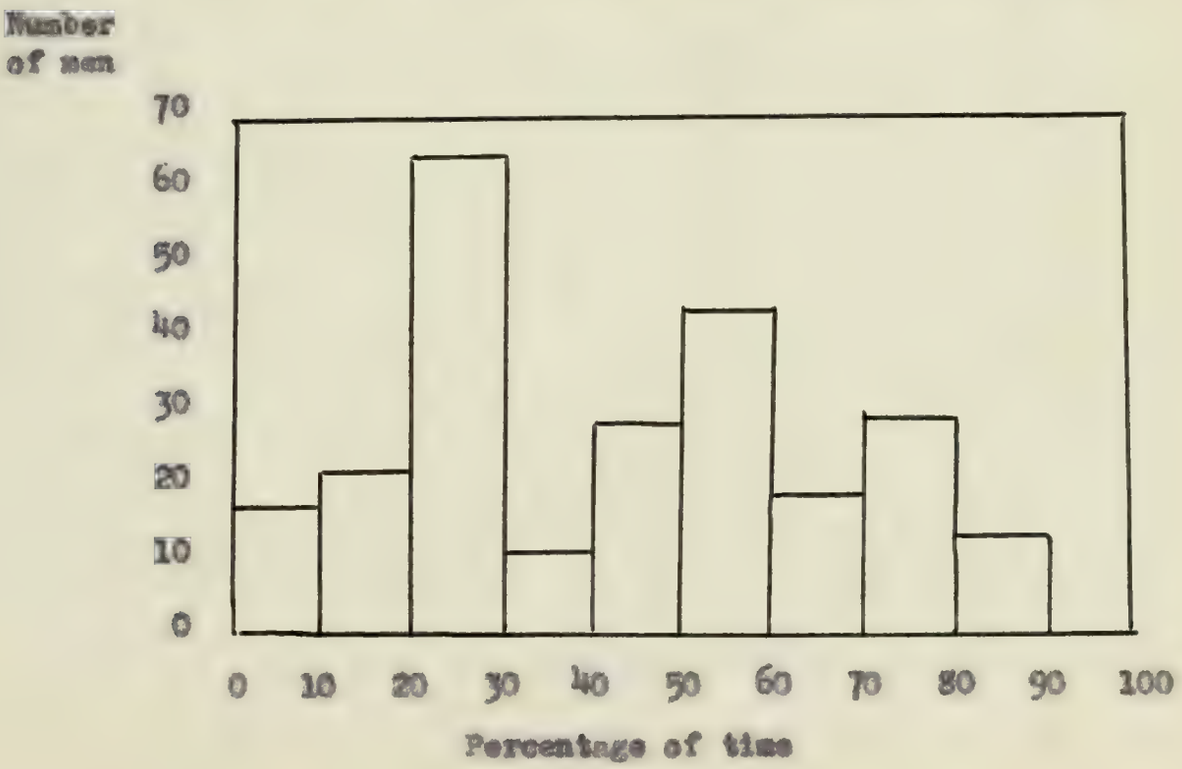


Figure 3

PERCENTAGE OF WORKING TIME DEVOTED TO INSTRUCTION BY COMMISSIONED INSTRUCTORS IN FLEET MARINE FORCE BATTALIONS

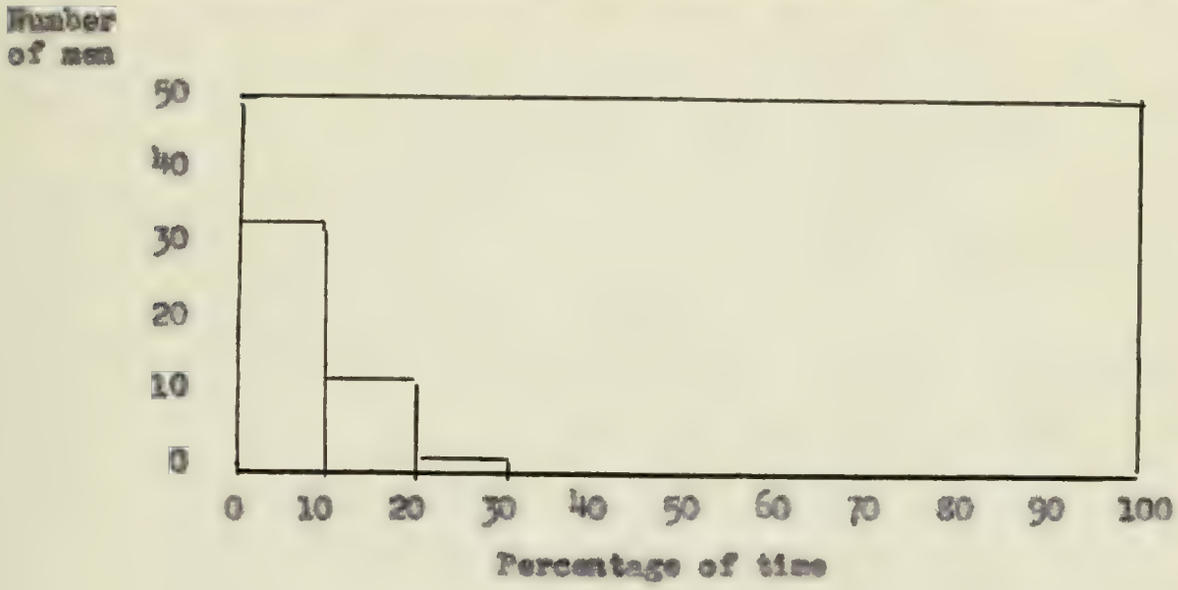


Figure 4

PERCENTAGE OF WORKING TIME DEVOTED TO INSTRUCTION BY ENLISTED INSTRUCTORS IN FLEET MARINE FORCE BATTALIONS

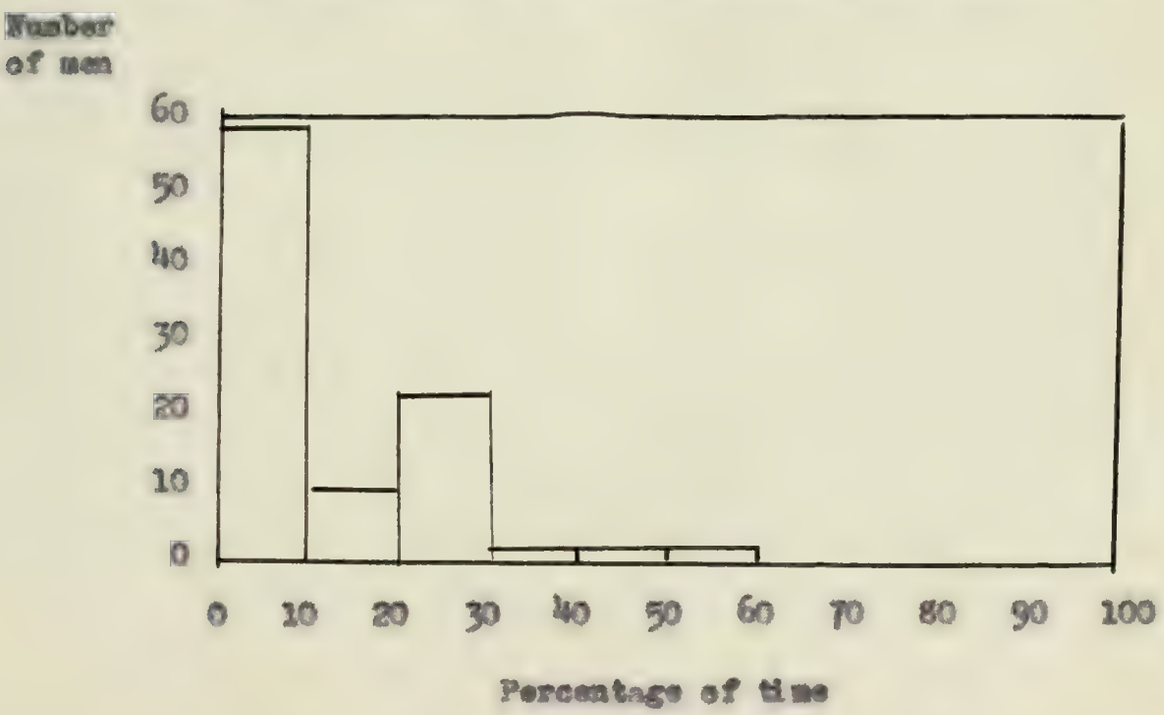


Figure 5

PERCENTAGE OF WORKING TIME DEVOTED TO INSTRUCTION BY COMMISSIONED INSTRUCTORS ON POSTS AND STATIONS

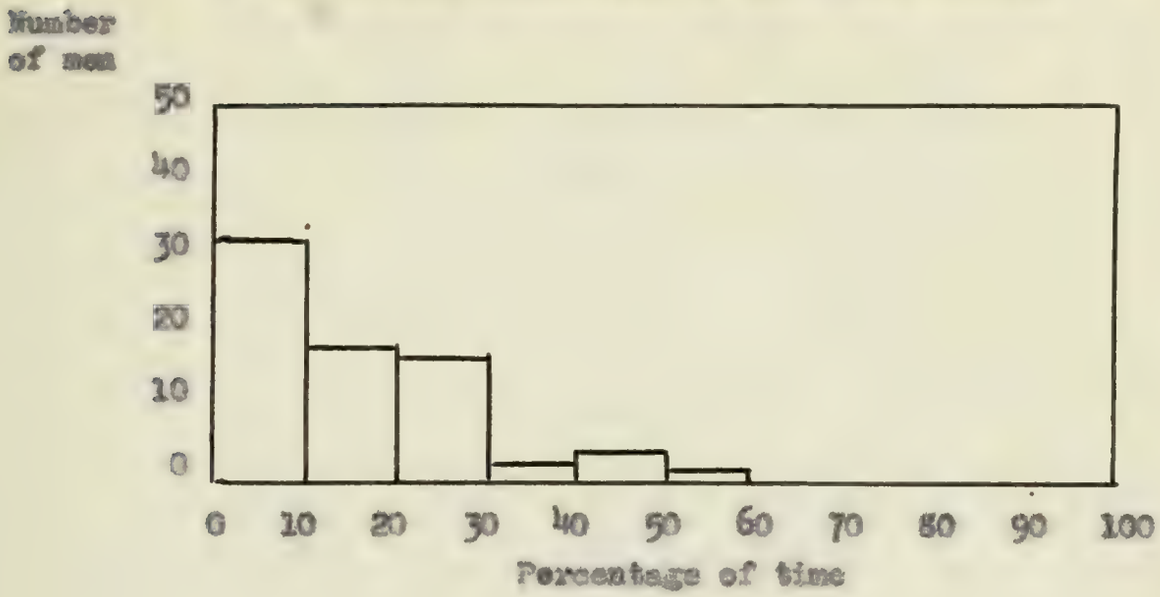
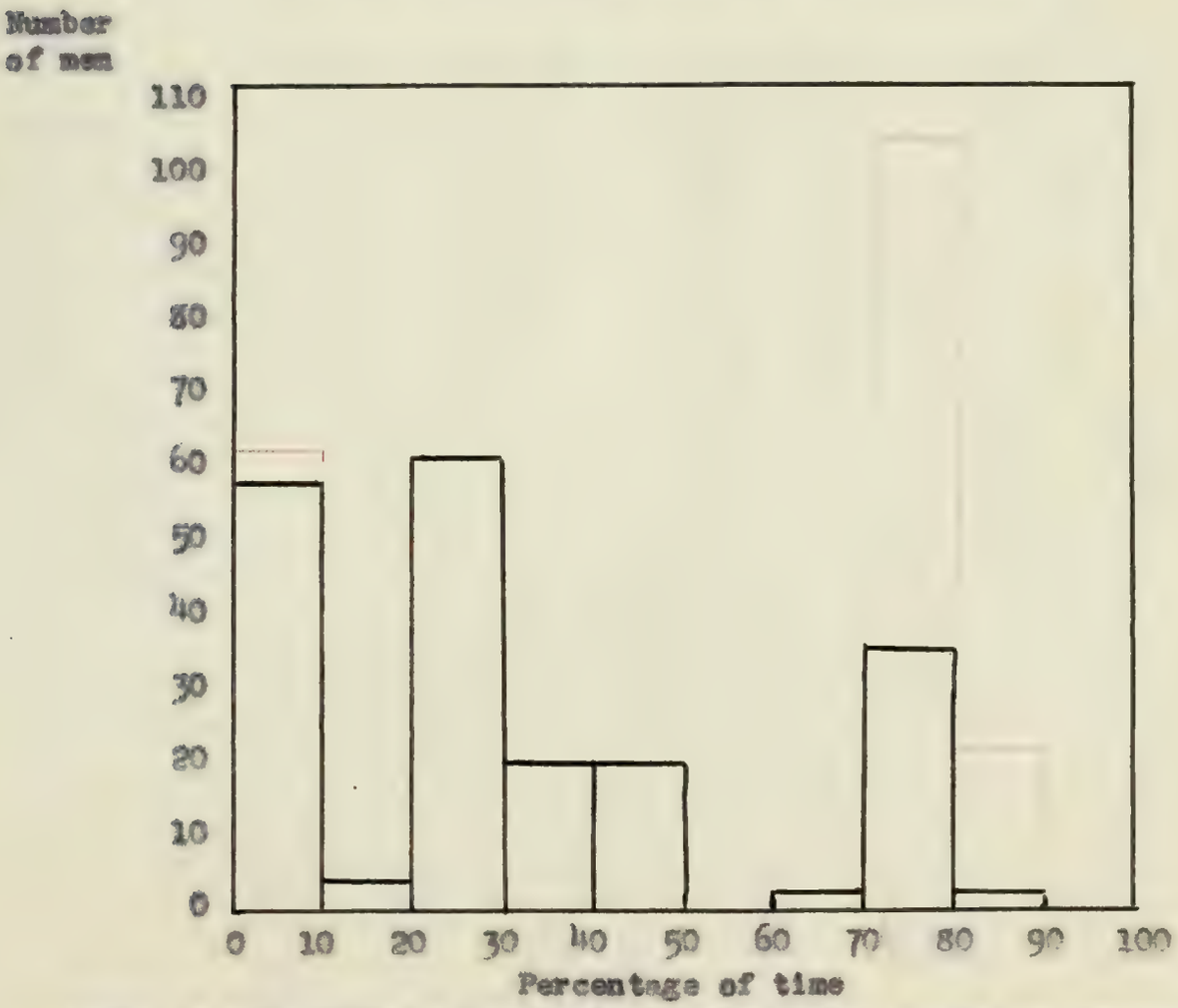


Figure 6

PERCENTAGE OF WORKING TIME DEVOTED TO INSTRUCTION BY ENLISTED INSTRUCTORS ON POSTS AND STATIONS



Areas in red refer to instructors in a Marine Corps correspondence school operated from a marine barracks.

1. Number of officers in organization, _____.
   Number of enlisted in organization, _____.

This question was poorly worded and did not draw the desired answers. The object of the question was to obtain the total number of personnel in the school organization, the instructors and administrators. Fortunately, however, question #7 above provided the totals for enlisted and commissioned instructors so most of the information was not lost. Table II below is compiled from the answers to question #7. Included in the 36 returned questionnaires were the responses concerning the selection of instructors from the superiors of 1000 enlisted instructors and 379 commissioned instructors. These figures are shown in Table II broken down into sub-groups and individual questionnaires.

6. List, in the order of their importance the attributes that make a successful instructor.

The various questionnaires contained from one to over ten attributes in answer to this question. They were tabulated first by subgroups and then for the whole group as shown below in Table III.

Some of the 55 attributes of a successful instructor given in answer to this question could be lumped together under more general headings. Such groupings would have necessitated some arbitrary decisions, however, and since five attributes were clearly preferred over the others no such attempt was made. This question was completely open for the respondent to write in any attributes that he chose, and the answers are considered to be more important than if they were suggested by the question in any way. Reference to Table III will show that the most often mentioned attributes considered necessary to instructor success are Knowledge of Subject, Speaking Ability, Experience, Personality, and Interest, in that order.

Table II

NUMBERS OF OFFICER AND ENLISTED INSTRUCTORS COVERED BY EACH QUESTIONNAIRE (BY SUBGROUPS)

Questionnaire No.	Off.	Enl.	Questionnaire No.	Off.	Enl.
Schools 1	2	5	Brought forward	29	42
2	0	14	21	not answered	
3	1	5	22	not answered	
4	53	0	**23	26	95
5	19	82	24	8	36
6	14	0	25	3	3
7	3	15	26	10	15
8	1	3	Sub-totals	76	191
9	20	0			
10	1	8	Posts and Stations		
*11	27	238	27	6	16
12	19	67	28	6	99
13	16	0	29	8	24
14	0	3	30	2	19
15	7	39	31	0	59
16	0	6	**32	4	150
Sub-totals	183	485	33	8	25
			34	10	10
FMF Bns 17	not answered		35	6	55
18	10	0	36	5	7
19	11	30	Sub-totals	55	324
20	8	12	TOTALS	314	1000
Carried Forward	29	42			

* A combined service school, it is not known how many of these instructors are in the Marine Corps and how many in another branch of the service.

** These figures represent such a high percentage of the total reported command strength that they are not included in other charts and tables.

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Table III

FREQUENCY OF MENTION OF ATTRIBUTES CONSIDERED NECESSARY TO INSTRUCTOR SUCCESS

Attribute	Frequency	Attribute	Frequency
Knowledge of Subject	31	Mechanical Aptitude Test Scores	2
Speaking Ability	17	Command Presence	2
Experience	15	Military Personality	1
Personality	13	Realization of the Importance of Duty	1
Interest	11	Writing Ability	1
Enthusiasm	8	Perseverance	1
Presentation	8	Manner	1
Teaching Ability	8	Ability as a Student	1
Appearance	7	Knowledge of Instructional Methods	1
Initiative	7	Class Room Presence	1
Intelligence	6	Imagination	1
Leadership	4	Honesty	1
Organizational Ability	4	Realism	1
General Classification Test Scores	4	Ability for Self-analysis	1
Seniority	3	Ability for Self-criticism	1
Desire to Instruct	3	Knowledge of Men	1
Availability	3	Flexibility of Mind	1
Judgment	3	Ability to Motivate	1
Dignity	3	Personal Force	1
Conscientious Application	2	Resolution	1
Neatness	2	Good General Education	1
Military Bearing	2	Willingness	1
Tact	2	Ability to Impress Students	1
Energy	2	Common Sense	1
Character	2	Thoroughness	1
Self-confidence	2	Learning Ability	1
Patience	2	Attention to Duty	1
		Cooperative Spirit	1

2. Please mark the following considerations in the order of their general importance (#'s 1 to 6 or 7) to you as criteria in selecting instructors.

Off.	Enl.	
___	___	Experience
___	___	Personal Impression
___	___	GCT Score
___	___	Subject Proficiency
___	___	Availability
___	___	Seniority
___	___	_____ (Other)

In this question a suggestion is definitely made even though the question is open ended so that any other criterion or criteria may be added by the respondent. It is quite possible that had another list of plausible criteria been suggested, the results would have been entirely different. The criterion "Experience" was intended to refer to "Instructing Experience" and it was believed that this would be clear from reading the question. It is possible that some respondents believed it to mean experience in general. However, where any reference is made in answers or comments on the questionnaires to this criterion it appears to have been taken in the desired meaning.

Tables IV and V have been compiled from the subgroup answers. The tables present all the criteria mentioned in the answers, the number of times each criterion was ranked in each position, a point score for each criterion in each rank, total scores for each criterion and an average score for each criterion. The scores are obtained by multiplying the frequency of mention of each criterion in each rank by the numerical designation of that rank. For example, if Experience is ranked as number two by 10 respondents that point score would be 20. The total scores for each criterion are the sums of the individual point scores, and the average score for each criterion is the total score divided by N.

Table IV

RANK IMPORTANCE AND FREQUENCY OF MENTION OF CERTAIN CRITERIA FOR SELECTION OF INSTRUCTORS (COMMISSIONED)

N = 25

	Criteria									
	Subject Proficiency	Experience	Personal Impression	Availability	GCT Scores *	Seniority	Speaking Ability	Presentation	Service Reputation	Desire to Instruct
Rank #1	11	4	5	2	-	1	-	1	1	-
Point Score	11	4	5	2	-	1	-	1	1	-
Rank #2	9	12	2	1	-	-	1	-	-	-
Point Score	18	24	4	2	-	-	2	-	-	-
Rank #3	1	5	12	4	2	-	1	-	-	-
Point Score	3	15	36	12	6	-	3	-	-	-
Rank #4	2	3	2	6	6	5	-	1	-	1
Point Score	8	12	8	24	24	20	-	4	-	4
Rank #5	1	1	4	6	5	7	-	-	-	-
Point Score	5	5	20	30	25	35	-	-	-	-
Rank #6	1	-	-	6	11	7	-	-	-	-
Point Score	6	-	-	36	66	42	-	-	-	-
Rank #7	-	-	-	-	1	5	-	-	-	-
Point Score	-	-	-	-	7	35	-	-	-	-
Total Point Scores	51	60	73	106	128	133	Average Score less than 1. **			
Average Score (Total / N)	2.	2.4	2.9	4.2	5.1	5.3				
Average Rank	1	2	3	4	5	6				

* General Classification Test Scores.

** These criteria were included to show that they were mentioned, and where they were ranked by respondents. If every respondent had ranked any criterion first the lowest possible score would be 1., therefore, scores less than 1. are meaningless.

Table V

RANK IMPORTANCE AND FREQUENCY OF MENTION OF CERTAIN CRITERIA FOR SELECTION OF INSTRUCTORS (ENLISTED)

N = 25

	Criteria										
	Subject Proficiency	Experience	Personal Impression	Availability	GCT Score *	Seniority	Speaking Ability	Leadership	Presentation	MAT Score **	Desire to Instruct
Rank #1	15	3	5	3	-	-	-	-	-	-	-
Point Score	15	3	5	3	-	-	-	-	-	-	-
Rank #2	9	11	2	1	1	-	-	1	-	-	-
Point Score	18	22	4	2	2	-	-	2	-	-	-
Rank #3	1	6	10	2	2	1	1	-	-	-	-
Point Score	3	18	30	6	6	3	3	-	-	-	-
Rank #4	-	3	5	8	7	2	-	-	1	-	-
Point Score	-	12	20	32	28	8	-	-	4	-	-
Rank #5	-	2	3	5	7	6	-	-	-	1	1
Point Score	-	10	15	25	35	30	-	-	-	5	5
Rank #6	-	-	-	5	5	12	-	-	-	-	-
Point Score	-	-	-	30	48	72	-	-	-	-	-
Rank #7	-	-	-	1	-	4	-	-	-	-	-
Point Score	-	-	-	7	-	28	-	-	-	-	-
Total Scores	36	65	74	105	119	141	Average score less than 1. ***				
Average Score (Total / N)	1.4	2.6	3.	4.2	4.8	5.6					
Average Rank	1	2	3	4	5	6					

* General Classification Test Score.

** Mechanical Aptitude Test Score.

*** These criteria were included to show that they had been mentioned, and where they were ranked by respondents. If every respondent had ranked thesame criterion first the lowest possible score would be 1., therefore, scores less than 1. are meaningless.

It may be noted that the average rank order for criteria is the same for both commissioned and enlisted instructors, although for the commissioned instructors the difference between the GCT score and Seniority averages is small. The N for both Tables IV and V is 25. Although 36 questionnaires were returned, there were five commands that had no commissioned instructors and five commands that had no enlisted instructors. For each category of instructors, N was reduced by five then, to 31. Six of the respondents did not answer the question, N then would be 25 for each category of instructors.

As Tables IV and V show, there is a considerable range of opinion as to the comparative value of the suggested criteria. All of the suggested criteria had a range of five ranks, or more, except Subject Proficiency in the case of enlisted instructors, which had a range of three ranks. The Presentation criterion which had a total frequency of three mentions had a range of four ranks. Subject Proficiency, Experience, and Personal Impression fell distinctly in the top half of the ranking despite the range. Availability was spread widely through the ranks. GCT scores and Seniority were also broadly scattered but tended definitely to be at the bottom. The small number of criteria written into the open end of this question might be accounted for by the general nature of those criteria which are suggested. Many other criteria could fall under these general headings, including most of the ones that were written in. For example, an opinion concerning Speaking Ability, Leadership, and the Desire to Instruct could be formulated under the head of Personal Impression.

3. Does the relative importance of the criteria for selecting instructors vary with the subject matter to be taught? _____ . (Yes or No) If the answer is, "Yes" please use schedules below to show how.

_____
Subject Matter

Off.	Enl.	
___	___	Experience
___	___	Personal Impression
___	___	GCT Score
___	___	Subject Proficiency
___	___	Availability
___	___	Seniority
___	___	_____ (Other)

_____
Subject Matter

Off.	Enl.	
___	___	Experience
___	___	Personal Impression
___	___	GCT Score
___	___	Subject Proficiency
___	___	Availability
___	___	Seniority
___	___	_____ (Other)

_____
Subject Matter

Off.	Enl.	
___	___	Experience
___	___	Personal Impression
___	___	GCT Score
___	___	Subject Proficiency
___	___	Availability
___	___	Seniority
___	___	_____ (Other)

_____
Subject Matter

Off.	Enl.	
___	___	Experience
___	___	Personal Impression
___	___	GCT Score
___	___	Subject Proficiency
___	___	Availability
___	___	Seniority
___	___	_____ (Other)

There were 13 questionnaires returned with some differentiation between selecting instructors in general and selecting instructors for one or more specific subjects. There were 16 subjects, or divisions of subjects, and two general headings under which many subjects might fall mentioned as requiring differentiation. Due to the small number of times which each subject is mentioned, no attempt has been made to compile a table such as Tables IV and V. However, in Table VI each subject is listed together with the number of times it was mentioned for commissioned and enlisted instructors. Examples will be presented[1] showing the

[1] For the entire group of complete rankings, see Appendix "C", pp. 1-4.

exact rank given each criterion for a given case.

Table VI

SUBJECTS REQUIRING INSTRUCTOR QUALIFICATIONS DIFFERENT FROM GENERAL INSTRUCTOR QUALIFICATIONS

Subject	Frequency of Mention	
	Commissioned Instructors	Enlisted Instructors
Technical	1	3
Shopwork	2	2
Tactics	1	1
Technique of Command	1	1
M1 Rifle	1	1
Interior Guard Duty (Local)	1	1
Mechanical	1	1
Any Subject Taught Only by Lecture	1	1
Subjects Unrelated to Primary Duty of Fleet	1	1
Leadership Evaluation	1	
Weapons	1	
Ballistics	1	
Highly Technical (Radar, Engineering, etc.)	1	
Field Formations (Band)		1
Small Arms Weapons Mechanic		1
Motion Picture Camera Repair		1
Rehearsals (Band)		1
Individual Instructions (Band)		1

The examples were chosen to show the variety even in the small number of replies received from this question. There are three examples taken from Table VI, Subjects Taught Only by Lecture, Subjects Unrelated to Primary Duty of Fleet, and Individual Instructions (Band). Each of the examples is presented in three columns for comparison between the average ranking of all instructors taken from question #7 above, the individual ranking for instructors in general from the questionnaire concerned, and the individual ranking for the subject mentioned as requiring a different ranking of criteria for selection.

Example #1, in which the special subject requirements are very much like the general requirements from the same questionnaire:

Criteria	Average Rank	General Rank	Subjects Taught by Lecture Method Only
Subject Proficiency	1	1	2
Experience	2	2	1
Personal Impression	3	4	4
Availability	4	3	3
GCT Score	5	5	5
Seniority	6	6	6

In this case the only difference between the ranking for the subject requiring different relative importance of selection criteria and the general ranking for choosing instructors is merely to reverse the importance of Subject Proficiency and Experience. Such a small change from the general requirements of the same command is, no doubt, important in this particular case. However, the ranges of rank selected by all questionnaires both for Subject Proficiency and for Experience make it appear dubious that this change is of general importance.

Example #2, in which the special subject requirements are quite different from the general requirements for instructors from the same questionnaire.

Criteria	Average Rank	General Rank	Subjects Unrelated to the Primary Mission of the Fleet
Subject Proficiency	1	2	3
Experience	2	1	2
Personal Impression	3	4	5
Availability	4	6	1
GCT Scores	5	3	4
Seniority	6	5	6

In this example, the special class of subjects requires considerable differentiation, both from the average rank and the general rank. The most important shift is in availability which is considered of first importance in subjects not related to the primary mission of the organization. However, in subjects which are related to the primary mission of the organization, Availability is not considered important. It is possible that through experience, the respondent to this questionnaire has found that the men required and requested to instruct subjects related to the primary mission of the organization can be readily made available because they are required not only to instruct, but directly for the best interests of the service.

This example, though it does not conform to the average opinion concerning the relative importance of Availability, might be of general importance. A division of the basis for the selection of instructors might be made by the importance of the subject material to the primary mission of the organization and/or to the Marine Corps itself.

Example #3, in which the special subject requirements are very like the average requirements for all instructors.

Criteria	Average Rank	General Rank	Individual Instruction (Band)
Subject Proficiency	1	1	1
Experience	2	2	2
Personal Impression	3	3	3
Availability	4	4	4
GCT Scores	5	5	6
Seniority	6	6	5

In this example, all of the rankings are almost the same. Seniority and GCT Scores were interchangeable in some of the subgroups and not

highly differentiated in the total groups, therefore, this difference is considered to be of small importance other than to the command concerned. It might be pointed out that the ranking of criteria for all instructors, for music instructors in general, and for instructors in individual instruction for music lessons is almost identical.

10. Do you determine subject proficiency of instructors by: ? (check one or more)

_____ Written examination
_____ Interview
_____ Information supplied by his immediate seniors and his associates
_____ Experience reported by him
_____ Other (please specify) _____

The open end of this question was much more widely used than the open ends of other questions where answers were suggested. Every respondent answered this question and the answers are presented below in Table VII.

Considering the very clear tendency shown in ranking criteria for selection of instructors to rank Subject Proficiency as most important, it is strange to find that only 29% of the respondents to the questionnaire reported that written examinations were used in their command to establish Subject Proficiency. Information from seniors and associates is used by eight of every nine commands reporting, and three-fourths of the commands use the interview as a method of determining Subject Proficiency. More than half of the respondents use experience reported by the instructor to determine Subject Proficiency. Even observation by the person who chooses instructors is considered to be as important as written examinations.

It might be noted that the three most often used methods for determin-

Table VII

METHODS OF DETERMINATION OF SUBJECT PROFICIENCY, BY SOURCES

Methods	Schools N=16	FMF Bns.* N=10	P&S** N=10	Total N=36
Information from seniors and Associates	13	9	10	32
Interview	14	5	8	27
Experience reported by him	9	3	7	19
Written Examination	5	1	3	9
Personal Observation	4	3	2	9
Professional Record	3	1	2	6
Personal Association	2	0	0	2
High School Graduation	0	0	1	1
Personal Investigation	0	1	0	1
Completion of courses that he will teach	1	0	0	1
Field exercises	1	0	0	1
Preparation of written lectures	1	0	0	1
Civilian education	1	0	0	1

* Fleet Marine Force Battalions.

** Posts and Stations.

ing the Subject Proficiency of instructors; information from seniors and associates, interviews, and experience reported by him (the instructor); are subjective measures and may be highly colored by the personal feelings of the associates and seniors, or the interviewer, or the instructor himself.

9. List the ways in which you gauge the effectiveness of your instructors?

Respondents to this question reported 40 ways of gauging the effectiveness of instructors. Some of the answers listed only one way and some listed as many as 16, consequently, no attempt was made to determine the importance of them other than by frequency of mention which is presented in Table VIII below.

The objective of inserting a question concerning the effectiveness of instructors into a questionnaire concerning the selection of instructors was to attempt to find how thorough a check the various organizations were keeping on their selection procedures. Presumably, if the various instructors were found to be sufficiently effective, the selection procedure was working regardless of the order in which various criteria for the selection of instructors were considered to be important.

Examination of Table VIII shows that Student Performance, both at work and on examinations, is considered to be highly important. Observation of the instructors and Student Critiques of the courses are also very near the head of the list as far as frequency of mention is concerned. These methods are similar to the relatively new method of examining the effectiveness of civilian teachers by Student Change which Barr (5) discusses in his summary of 141 studies on measurement and selection of teachers.

Although not mentioned frequently, there are methods listed in Table VIII that might become increasingly important. Comments of Tactical Inspectors, Inspection by Academic Inspectors, Auditing by

Table VIII

METHODS OF GAUGING THE EFFECTIVENESS OF INSTRUCTORS
(BY FREQUENCY OF MENTION)

Method	Frequency
Performance of students on examinations	25
Observation	21
Performance of students at work	11
Student critique of courses	9
Inspection	7
Follow up of students	6
Reports made by instructor supervisors	3
Personal interrogation of instructors	3
Instructors subject proficiency	2
Interest of students	2
Comments of Tactical Inspectors	2
Study of instructors lectures, problems, etc.	2
Presentation	2
Progress of students	2
Conduct and appearance of student platoon	2
Inspection by Academic Inspectors	1
Auditing by Instructor Evaluation Teams	1
Weekly meetings of instructors and class leaders	1
Instructor Inspector Reports	1
Class discipline	1
Use of "Military Inventory Tests" at the beginning and end of school terms	1
Analysis of student standings	1
Complaints of students	1
Study of failing students	1
Instructors enthusiasm	1
Instructors preparation	1
Neatness	1
Accuracy	1
Clarity	1
Helpfulness	1
Attention to duty	1
Fitness reports	1
Reports by associates	1
Cooperation outside of class	1
Common sense outside of class	1
Leadership outside of class	1
Initiative outside of class	1
Lack of interest by instructor	1
Instructors ability to command attention	1
Instructors mental alertness	1

Instructor Evaluation Teams, Instructor Inspector Reports, all indicate an evaluation of numerous instructors by people or teams of people who are interested only in the ability of the instructor and who are more or less trained in this type of evaluation. The standardization of requirements for instructors that might come from an increase in this type of activity could be important to the Marine Corps as a whole.

5. Do you choose (circle one) All, Some, None of your enlisted instructors?
Do you choose (circle one) All, Some, None of your officer instructors?
If you do not choose all of your instructors, who does?

Question #5 was included in the questionnaire to be sure that the respondent did actually select some instructors. One of the letters[1] sent with the questionnaire requested that it be sent to the person directly responsible for the choosing of instructors, but it was felt to be worthwhile to include one question which would in most cases indicate whether or not the questionnaire had gone to the proper person.

Every respondent did choose some or all of either the enlisted or commissioned, or both, instructors in his organization.[1] Beside the respondents, however, the following people also chose some instructors.

Commissioned instructors were chosen by:

Commandant, Marine Corps
Headquarters, Marine Corps
Military Personnel Director, Headquarters, Marine Corps
Commandant, Marine Corps Schools
Superintendent of Technical Training
Commanders subordinate to the respondent
Other instructors

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[1] See Appendix "A", p. 1.

Enlisted instructors were chosen by:

Headquarters Marine Corps
Military Personnel Director, Headquarters, Marine Corps
Superintendent of Technical Training
Director, Division of Recruiting
Company Commanders
Commanders subordinate to the respondent
Other Instructors
Sergeant Major of respondents organization

Since none of the officers and other personnel mentioned in these lists were included in the addresses furnished for the mailing of the questionnaires, their procedures, methods, and opinions, are not considered in this study, although they would certainly be very valuable.

4. What information is conveyed to you by the GCT score of any person?

5. What information is conveyed to you by the MAT score of any person?

A general reluctance to rely on the GCT, General Classification Test, scores and the MAT, Mechanical Aptitude Test, scores in the selection of instructors was anticipated in the questionnaire. It was believed that any reluctance shown might be the result of a lack of information concerning the purpose of these tests, their reliabilities, and validities. Reluctance to rely on the tests was shown in ranking criteria for the selection of instructors. GCT score was very close to being at the bottom of the list with Seniority, and MAT score was mentioned only one time.

However, the answers received to questions concerning the GCT and MAT showed that the respondents did not lack information concerning their purpose. Reliability of the GCT, which varies from .91 to .95

for World War II populations, was commented upon once. Validity, which is a function of the use to which the test is put, and which has not been ascertained for selection of instructors, was commented upon in general terms.

The Training Research Branch of the Bureau of Naval Personnel reports, "...the GCT may be said to measure general learning ability. Verbal, numerical, and spatial material is included[1]...The MAT measures mechanical comprehension." Below are selected comments pertaining to questions #4 and #5 of the questionnaire.

COMMENTS ON THE GENERAL CLASSIFICATION TEST[2]

1. We have observed that GCT scores of less than 100 among NCO students not only indicate lack of ability to maintain a satisfactory level in this school--but are generally, or frequently, accompanied by low average or sub-par appearance as regards grooming and pride. With few exceptions, 95-100 GCT scores represent minimums desirable in a school of this type.

2. Ability to learn.

3. Not considered.

4. The GCT score is generally indicative of the individual's ability to learn, understand, retain and apply information derived from experience, observation, and study.

5. Nothing.

6. The general knowledge of a person and his ability to use logic in arriving at conclusions. A high GCT score does not necessarily indicate that a person is a good instructor.

7. Some indication of ability to learn (i.e., learning potential); however, I do not consider it entirely reliable. Frequent retests and vastly improved scores have substantiated this.

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[1] See Appendix "B", p. 5.

[2] See Appendix "C", pp. 5-6 for the remainder of these comments.

COMMENTS ON THE MECHANICAL APTITUDE TEST[1]

1. MAT score is rarely considered, it generally conveys the same as the GCT except that it concerns only mechanical ability.

2. Ability to learn mechanical processes and individual's mechanical adaptability.

3. Ability to learn mechanical duties.

4. The MAT score of an individual does have particular value in helping to select and train personnel for instructors in practical work.

5. It is an indication as to the possible proficiency in various mechanical fields and if high enough, indicates specialist training should be given.

6. Nothing much. A high score suggests knowledge of things mechanical, but it is quite common for a man with a good liberal education to attain a high score on an MAT while in fact, that man doesn't know a screwdriver from an exhaust pipe.

The comments on the questionnaires seem to indicate two things. First, as pointed out in the first comment on the GCT scores, that a certain minimum score is almost essential, though given that minimum additional points on the score do not mean much. Second, that it is not necessarily a reluctance on the part of the selector of instructors to rely on the test scores, but a desire to use measures which promise to be more important at the present.

11. Is there a problem in the selection of instructors? It is earnestly requested that the reasons behind any answer be given in full.

This question is an attempt to find out if the respondents to the questionnaire still face a problem when they choose instructors

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[1] See Appendix "C", p. 7-8 for remainder of these comments.

despite the procedures that have been set up and despite the checks on these procedures that have been devised.

The answers to the question could have been tabulated as "Yes" and "No" but it is felt that such tabulation would cover the information contained in the answers and largely destroy their value. Therefore, 9 selected comments[1] on this question are quoted below.

1. Yes. The principal problem arises due to the limited field from which instructors can be selected. Many desirable instructors are, of course, officers who are equally desirable for other important assignments or are due for a different type of duty than the faculty of a school. In many cases of officers who are available for consideration the information available about him is most meagre. Many potential instructors who appear well qualified on their records, are not actually adapted to instructing because of lack of ability to present platform instructions due to voice, speech defects, appearance, mannerisms, fear, explosive temperament, etc.

2. The crux of the problem in the selection of instructors is that of finding potential instructors with an adequate knowledge of the subject. The personnel available for assignment are immature both in subject proficiency and personality. Most prospects are completely inexperienced in teaching.

3. Yes--selecting an instructor involves finding the individual who:
   a. Has the knowledge and personality to teach
   b. Would like to teach.
   c. Is available for assignment to a teaching billet.
   The greatest difficulty is encountered in the fact that comparatively few individuals like or desire to teach if they have had no previous similar assignment.

4. Problem exists only in getting selected instructors to be made available.

5. No. The present requirement for unit instructor selection seems to be well taken care of due to the fact that out of the personnel in any unit (battalion size or greater) the Commanding Officer can find some person, officer or enlisted, that is proficient in any required military subject.

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[1] See Appendix "C" for remainder of the comments, pp. 9-12.

6. Yes. The problem of obtaining personnel who are trained in methods of instruction. The problem of obtaining personnel who have experience and knowledge of the subject matter.

7. Yes. Some persons in authority believe that, due to a man's outstanding ability to do a thing, he must, therefore, be good at instructing on this thing. Experience indicates that this is only one of the desirable qualifications. The most important qualification is that he is able to impart this knowledge to others; and secondly, that he desires to impart this knowledge. Patience is also a desirable, practically essential, quality. Limited availability often makes it necessary to use unsatisfactory instructors and ones who do not desire this duty, nor do they have the ability or patience to make good instructors.

8. No problems experienced. If an instructor fails to measure up to standard expected, he is immediately transferred from the organization and replacement provided from personnel on the post or selectee students.

9. It is difficult to determine the capabilities of a man until he has actually been tried as a correspondence instructor. There are probably two reasons for this; relatively few men combine subject proficiency with teaching ability; and while interviews, preliminary tests, and records of previous experience will adequately indicate subject proficiency, they are not reliable as determinants of teaching ability.

12. What method do you use, or recommend, as the best practical method of selecting instructors?

This question was included in the questionnaire to obtain a summation of what the respondent does, or recommends, in actually selecting his instructors. All answers are presented below.

1. Officers supervising school activities should be given complete cooperation and assistance by higher echelon, not only in "hand-picking", but in making available desired personnel.

   In this event, instructors can be selected by name when the officer involved is satisfied that the individual has the qualifications desired.

This activity has received complete cooperation in the matter of obtaining the men we want as instructors. As a result, our level of instruction is good--and our students, in their critique, frequently state this to be the best service school they have ever attended.

2. Personal interview and a complete and thorough check of his military records (this includes his qualification card).

3. (1) Liaison is maintained with the Post Personnel Sergeant Major as to experienced noncommissioned officers present or ordered to this post.

(2) Prospective noncommissioned officers are interviewed by the Officer in Charge and the Chief Instructor.

(3) Request is submitted to the Post Assistant Chief of Staff G-1 for the selected noncommissioned officer.

(4) After assignment to this school, if the selected instructor is found to be unqualified in any of the attributes of Leadership, interest in assignment, realization of the importance of his assigned duty, experience in the subject matter instructed, smart appearance, military bearing, dignity of demeanor, manner of address, public speaking; request is submitted for his immediate transfer from this school.

4. (1) Selection of potential instructors based on service reputation and experience.

(2) Interview of those selected from #1 above and elimination of those who raise a reasonable doubt as to their instructional ability.

(3) Send those remaining to an instructors' orientation course and select from those successfully completing the course those who have demonstrated the best ability.

(4) Of those finally selected assign to instruct in the subjects in which he has the most experience. As he develops his full instructional ability, he may be shifted to other subjects if it is necessary.

5. (1) Observe prospects as students.

(2) Ask for volunteers to stay as instructors so that they have the desire to do the job.

(3) Send instructor candidates to instructor orientation course and choose those recommended by that method.

6. Knowledge of individual.

7. The method used for selecting instructors will vary slightly with the subject the instructor will teach. A carefully selected written exam will help in determining his knowledge of the subject. An interview conducted by a person well qualified in the field is imperative. If possible, the prospective instructor should be given a closely supervised trial period of instructing. Past record, GCT and MAT scores, and past experience should be considered.

8. The method listed in paragraph 11 (in answer to question 11) is the only practical and possible method to use in the selection of instructors.

9. There is no one best method. The ability, background, rank, etc., of the officers available must be considered in detail, and all factors balanced in order to make most logical selections.

   NOTE: The ... have established a card file on all potential instructor material; this being available as required.

10. I utilize the method of personal interview, and I further submit the potential instructor to the school's Chief Instructor and his assistant for additional interviews. I keep in mind the length of the person's tour of ... duty--his duties...--his rank upon transfer. For potential instructors who lack previous...service, I utilize the same method plus research into his service record background. All instructors undergo a temporary test period in which he is closely observed. If he lacks the basic essentials of being an instructor, and does not appear to be one that could improve with experience and training, he is not retained.

11. An appropriate Instructor Record Card is maintained for the prospective instructor. This card lists pertinent biographical data, results of standard tests, military experience, academic performance, result of observation and interviews. An instructor profile is provided on the back of the above card which serves as a visual means of summarizing the individual's qualifications as an instructor. The information appearing on this card is used by the branch chief and the division director concerned in selecting instructional personnel.

12. Select a man who is highly proficient in his field and has the promise of being a good instructor.

Send him to the course in which he must later teach.
Assign him to the staff of the school upon graduation.
This system necessitates earmarking a man for an instruction billet about six to twelve months ahead of assignment.

13.(1) Select several individuals known by undersigned or recommended by qualified personnel.

(2) Obtain all background data available.

(3) Determine availability of each.

14. The best students are retained as instructors considering, of course, their ability to instruct ....

15. That men who have done outstanding work in the ... field be assigned as instructors.

PRACTICAL METHODS--FMF BATTALIONS

16. Recommend and use the selection of instructors as follows:

(1) Subject proficiency.

(2) Experience.

(3) Personal impression.

The above three points are determined by interviews, 940 cards, personal contact and experience with the person being selected as an instructor.

17. The method of selection is based on:

(1) Subject knowledge.

(2) Experience.

(3) Personal impression and personality.

(4) Availability.

18. Personal interviews to determine potential instructors' general bearing, attitude, knowledge of subject, background, enthusiasm, delivery, etc.

19. Going through the following steps in order shown:

a. Checking service record and qualification card of these available.

b. Interviewing the ones selected in "a" above.

c. Giving a proficiency examination in the subject(s) concerned to those still considered eligible after the interview.

NOTE: Because of the small number of officers available, it is often necessary to designate whichever one is not performing other duties to conduct instruction.

20. Observation (interviews, supervision, examination).
Records (staff returns, etc.).
Trial and error.

21. That method described in question No. 9, above. (Observation of instruction; Individual and unit examinations; Observation of unit training after instruction).

22. See Paragraph 10. (Interview, Information supplied by his immediate seniors and associates, Military and Civilian record).

23. An officer or NCO is chosen who has a thorough knowledge of the subject to be taught. From past experience and observation and experience we determine if he can present the subject properly. As far as possible no one is assigned a job calling for formal instruction unless he desires the job.

24. Select a man who gives a good impression, who knows his subject and is interested in it. Do this by your own evaluation of the man arrived at by, (1) Examination of his 940 card, (2) Personal interview, (3) Reports, his senior officer.

25. Personal interview with prospective instructor, review of his record, a period of observation in his class room are the plausible means by which instructors are selected for this battalion. It is believed to be the best practical way for selection of instructors.

PRACTICAL METHODS OF SELECTION--POSTS AND STATIONS

26. The only practical method for small posts and stations is trial and error, personal observation.

27. The method which we use and recommend as the best practical method is as follows:

(1) We check personnel records at Headquarters Marine Corps to find men with suitable educational backgrounds.

(2) To study the records of students currently enrolled in ... subjects to find those who demonstrate subject proficiency.

(3) Through official Army form publications we advertise for properly qualified men.

(4) When prospective instructors arrive at this barracks, we screen them by interview and send those who appear promising to the schools for further testing. Those who fail to meet our standards are immediately transferred, or if properly qualified for some ... other than teaching, they are retained for that purpose.

(5) We supplement our teaching staff with civil-service instructors.

28. Written examination to determine knowledge of subject and then choose those who show the best manner of presentation.

29. Personal interview which includes a complete check of his service record.

(1) They must graduate from the school they will teach in, in the upper 25% of their class.

(2) GCT's and MAT scores should be high group II or in group I. The GCT and MAT should be fairly close to each other to indicate a balance.

(3) A pleasing personality combined with natural leadership abilities can be discovered by an interview and daily contacts.

(4) A real desire on the man's part to teach what he knows and to add to his knowledge by further study.

(5) A man with mature judgment and one who can speak on his feet. A man with the ability to "put over" in an interesting manner the subject matter to be taught.

30. Choose best available man for subject or series of subjects. Taking into consideration all known factors of the man as given in question 2 above. (Experience, Personal Impression, GCT Score, Subject Proficiency, Availability, Seniority, Teaching Ability).

31. Personal observation; by interview, and of the actual teaching.

32. Select instructors by taking into consideration ability, military appearance, time in service, and personal impression.

33. First consider availability. Of those available, examine their records as to professional qualifications and as to their GCT. Check on general reputation for doing any job assigned. Interview those who appear most desirable, noting manner of expression and apparently having at least the minimum professional qualifications. Give them a tryout before other instructors. Have questions asked and note his manner of answering them. Select those appearing most proficient. (Note: our material is simple; therefore, most men with an average GCT can learn it--therefore, the general impression made and stage presence are primary qualities for selection).

34. Select instructors by checking the following qualifications:

Previous experience as instructor.
Personal impression as speaker.
Instructional ability--able to organize and conduct good demonstration or lecture.
Military bearing and appearance.
Interest in teaching.

13. What method do you recommend as the ideal method of selecting instructors?

Below are quoted all answers to this question. Special attention is invited to the ideas concerning the use of instructor training schools in answers number 3, 5, 6, 16, 17, 20, 22, 27, and 28. Eight respondents answered this question by a direct reference to their answer to question #12.

IDEAL METHODS--SCHOOLS

1. Personal interview and a complete and thorough check of his military records. (This includes his qualification card).

2. Any recommended procedure as the ideal method would be impractical. The above outlines procedure (in answer to question twelve) could be improved by increase of the field of prospective, experienced non-commissioned officers; written examination held on prospective non-commissioned officers as instructors prior to assignment.

3. (1) Offer extra pay for instructors so that the best men

would be attracted as volunteers.

(2) Solve their housing problem.

(3) Send all applicants to an instructor orientation course to determine ability to instruct.

(4) Send selected candidates to special short courses for refresher and additional training.

(5) Keep instructors on the job at least five years.

4. No ideal method.

5. Since it is my opinion that exhaustive research, study, and interest can make up for practical experience on the part of instructors, I would recommend that potential instructors for authorized schools of the Marine Corps be given a course in Technique of Instruction. I believe it would be possible in all but the most highly technical schools for an assigned instructor to become familiar with any course or courses he might have to teach through the medium of research and preparation. Most schools--and this is one of them--haven't the time nor the equipment to properly indoctrinate potential instructors with the tools of their trade.

I would therefore recommend, as an ideal, that instructors be assigned the various schools by Headquarters after such men have successfully completed an instructor's indoctrination course in Techniques of Instruction. It would then become the responsibility of the school authority to assign such a man the courses he deems most appropriate in view of the man's previous record in the instructor's school--and his previous service in the Marine Corps, if such consideration would be applicable.

6. The procedure listed in item #12 should form a basis for the ideal selection procedure. After the individual is selected as a potential instructor, he should then be given a one (1) month instructor training course. If he successfully completes this course, he then moves through the following--one (1) month branch orientation, assistant instructor level during which he completes two (2) instructional cycles, assistant contact instructor level during which he teaches the entire course twice, contact instructor during which he teaches the entire MOS without supervision. The completion of this procedure should insure a supply of competent instructors. The selection process should not be limited to personnel sent to the school as students but it should be based upon the availability of all ... specialists.

7. Personal knowledge of qualifications by selecting officer or qualified assistants.

8. Perhaps no method would be ideal; however, some thought has been given to this IDEAL method. If we had a choice we should prefer to use as instructors men who have attended schools of ... repair conducted by the commercial manufacturers of the equipment used by the Marine Corps. Men should be chosen to attend these schools who have previously proven their ability as repairmen and who possess the necessary attributes of a successful instructor. After completion of the manufacturers' schools, the men should be returned to our organization and instruct our students as specialists, each in a particular line. These specialists should not be subject to frequent transfer.

9. That outstanding graduates of the ... school be assigned as instructors after they have completed a minimum of two years field work and if they have continued to demonstrate outstanding ability.

10. In functional field ... Personal Observation ....

IDEAL METHODS--FOR BATTALIONS

11. It is my belief that the above three points (Subject proficiency, Experience Personal Impression) represent the ideal method of selecting instructors to teach military subjects to their own organizations.

12. Persons displaying qualities inherent in the good instructor should have this placed on their 990 cards along with their specific qualifications. This information combined with the normal methods of interview and observation will form a solid basis for instructor selection.

13. Same as 12 plus appearance of each potential instructor before a board of representative officers who will each grade him in accordance with the form indicated by Figure 61, pg. 176, TM 21-250. Only those potential instructors who receive an average above a certain specified minimum, for each of the characteristics listed on the form, will be considered.

14. First - List all subjects for which instructors will be needed.
Second- Determine which will require officer and which will require enlisted instructors.

Third - List approximate rank desired in each category.
Fourth- Screen all available personnel for desired qualifications, as in 12 above. (Record, Interview, Proficiency Examinations).
Fifth - Maintain a card file for ready reference, showing names and qualifications of those selected for each subject.

15. Close observation.
Screening and cataloging.
Practical trial.

16. By conducting a school for military instructors; selecting the best available, and assigning instructions to those individuals best qualified in experience, knowledge, and proficiency.

17. Train personnel and grade them in their ability; such marking to become a part of their official record.

18. (1) Determine if he has subject proficiency.

(2) Determine ability to conduct formal instruction.

(3) Does he desire to be a full time instructor.

(4) Interview for personal traits, bearing, etc.

(5) Check past senior officers for recommendations.

19. (1) Written examination on subject.

(2) Personal interview.

IDEAL METHODS—POSTS AND STATIONS

20. To select persons who meet at least the personality and intelligence prerequisites, to instruct them in the subject(s) they are to teach, and to put them through an instruction technique school.

21. We believe that we are using the method which is ideal within the limitations of our establishment. If this question refers to the absolute ideal, we would recommend the following measures in addition to those outlined in paragraph 12: (1) changing the organization of the ... to a specialist branch like the Marine Band and offering more attractive ranks and subsistence and quarters allowance to instructors; (2) canvassing universities and teachers'

...exercise for the best instructors available; (3) making actual assignment to ... dependent upon competitive examination.

22. Pick those with the best knowledge of subject through experience and train them in instruction. Eliminate those who do not have the ability to teach.

23. Personal interview which includes a complete check of his service record.

24. Test each intended instructor in a series of sample subjects by allowing them to conduct classes in these subjects. Results of each class checked during progress and cumulative results noted.

25. Here you have me! I believe the answer to this is what you are searching for in this enclosure.

26. Examination in all basic subjects, select the best qualified.

27. Approximately the same as 12, above, except a higher GCT would be required and a course in instructional methods lasting a minimum of two weeks should be given. Availability should not be a limited factor within ordinary reason.

28. Ideal method of selecting instructors would be as follows:

Select men on basis of previous teaching experience, interest and enthusiasm, good bearing and organizational ability, who with proper schooling and coaching may be developed into expert instructors.

Send these men to a basic "Technique of Instruction" school to be trained in effective instructional methods and techniques. This school under the supervision of qualified teachers should last for at least two weeks.

Great emphasis should be made on proper and effective techniques of public speaking. Specialists schools designed to give an instructor additional technical material relating to one or a series of subjects should follow the basic "Technique of Instruction" school.

DISCUSSION

The effectiveness of the same methods and procedures used in selecting instructors in the Marine Corps has been determined numerous times in the case of civilian teachers. These civilian studies do not all agree even when a study is repeated. However, the total of these studies does show factors that are of the same approximate effectiveness time after time.

It would be preferable to compare the results of this study with results of other military instructor selection studies, but none are available.[1] Therefore, an assumption is made that military instructors are comparable to civilian teachers and that the effectiveness of selection procedures for instructors in the Marine Corps is approximately equal to the effectiveness of the same procedures in selecting civilian teachers.

One question in the questionnaire, #7, the first one on which results were reported, was aimed at discovering if such a comparison could be valid. The question was based upon time. The results were not expected to show how much comparability there might be between military instructors and teachers, but to show if there was any comparability. It was considered that any instructor who spent less than 30% of his working time actually instructing would not be comparable to a civilian teacher. The 30% figure was decided upon because of time consumed by composing lectures, demonstrations, and programs, grading papers, etc. Considerable comparability was shown except in the case of Fleet Marine Force

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[1] See Appendix "B", p. 4.

battalions, in which instructing is ordinarily assigned as a duty to be done in addition to the instructors' regular duties.

There are other indications of comparability. The list of attributes of a successful military instructor does not vary greatly from lists compiled for civilian studies, except for the position occupied by Subject Proficiency. The effectiveness of both military and civilian instructors is judged in approximately the same way.

If the assumption that the effectiveness of a method is approximately the same for selecting military instructors and civilian teachers is accepted, the pre-eminence of Subject Proficiency or Subject Knowledge as a criterion may be severely attacked. In civilian studies, which were made on primary and secondary teachers, scholarship has been repeatedly shown to be of very poor predictive value (34, 23, 7) in the selection of teachers.

If the assumption is not accepted the placing of such importance on Subject Proficiency may still be attacked because of the methods by which it is determined. Only 2% of all the questionnaire respondents stated that written examinations were used as one of the ways of determining subject proficiency. The remainder used methods which would not measure each prospective instructor the same way and which would not measure one instructor the same way twice.

It is not intended to state that Subject Proficiency is not important, but that it might not be as important as it is now considered to be. There is a minimum of Subject Proficiency without which an instructor could not begin to instruct a class, but this minimum would vary with the technicality of the subject taught.

General subjects such as Sanitation, Field Fortifications, Military Courtesy, could be instructed capably by an instructor who knew little about them, but who was intelligent enough to keep ahead of the class. Motion picture camera repairing and watch repairing could be effectively taught only by an instructor who knew the subject matter thoroughly.

Availability averaged fourth in importance as a criterion for selection. However, it could easily have been displaced upward to first, since unless a man is available to become an instructor, his other qualifications are irrelevant. Possibly the various respondents to the questionnaire considered that any man in their command could be made available if they desired his services as an instructor. However, all the instructors do not come from within a command, but may be requested from another organization. Then availability does become a definite problem as was stated many times in the questionnaire comments on problems in selection.

Experience was the second most important criterion on an average. Meriam (23) found that experience, as such, had little, if any, effect upon success in teaching. Others, Madsen (21) for instance, found that lack of experience might contribute to failure. In many civilian studies a beneficial effect from experience seems to have been assumed rather than investigated. In the present case, the limits of the information available to the person selecting instructors are very narrow. There are three general methods of determining experience; from official records, from the prospective instructor, and from his seniors and associates. Official records are brief, they seldom show the extent of the experience or give complete information concerning the level of subject material covered, size of classes, speaking ability, the quality of

interpersonal relations between the instructor and his classes, and so forth. Experience reported by the prospective instructor will inevitably be colored by his desires concerning another instructing assignment. Previous seniors and associates are often not available; if they are available, their information may be a reflection of their opinion of the instructor's total ability and of their personal feelings towards him.

Experience which a commanding officer could readily evaluate might be gained in an Instructor Training Course. Such a course was mentioned numerous times in the questionnaire comments concerning the ideal method of selecting instructors. An Instructor Training Course, including practice teaching, which has rated higher than any other predictor in repeated experiments on the selection of successful teachers (2,33,7,23,35), would furnish a complete record that might be examined in specific detail and which in addition would be evaluated and systematically graded at the time it was undertaken. A course in which the essentials of speaking to groups, use of training aids, lesson planning, use of teaching methods, and scheduling of work and training loads would be of extreme value to the individual and would furnish objective information to all subsequent commanding officers concerning a prospective instructor's talents and interests.

Personal Impression, or Personality as it was often called in the answers to the questionnaire, is the third most important criterion. Many studies have shown personality to be of great or even paramount importance (37, 24, 27, 28), but none have shown what the most favorable teaching personality is. Undoubtedly there must be a place in the selection process for use of accumulated and immediate impressions of pros-

pective instructors upon the supervisor selecting instructors and the prospective instructors former and present associates and seniors. That the method is subjective is not against it, but the limitations of it should be realized. Wherever possible the observations made should be set down in as objective a manner as possible. This could be done through the use of patterned interviews or rating scales of one kind or another, the object being to not include prejudices, needs and desires, or problems of the selector or informants.

General Classification Test scores and Seniority were at the bottom of the ranking on the questionnaire answers and it would be very hard to justify displacing them upwards. Seniority could possibly be dropped altogether for, except in rare cases, any benefits to an instructor would also be found under the head of Experience.

If the validity of the General Classification Test were established for selecting instructors it would become more important. At present, it can only be used as a general indication of a man's ability to learn. Civilian studies generally have found a positive, but very slight, correlation between intelligence test scores and success in teaching.

If the criteria suggested in question #2 were rearranged in line with the foregoing discussion they would appear as follows:

1. Availability (Necessary)
2. Subject Proficiency (Necessary minimum)
3. Experience (Including Instructor Training)
4. Personal Impression
5. GCT Scores
6. Seniority

Availability would be displaced upward from the average rank given it by respondents. This difference may be largely accounted for by each respondent's ability to make men in his command available if he wants

them to instruct. This ranking then, arrived at theoretically and idealistically, is very like the average ranking given these criteria by all respondents.

SUMMARY AND CONCLUSIONS

This is a study of the methods and procedures of instructor selection. The methods and procedures of the formally organized schools and the organizational schools paralleling the formally organized schools, of the United States Marine Corps were studied with the aid of a questionnaire. There were 36 completed questionnaires returned of 94 sent out to be used in this study. The original group was composed of 102 organizations, but eight of them were used in a pilot study. The 36 returned questionnaires represented 28 formally organized schools, 8 Fleet Marine Force battalion organizational schools, and 12 Post and Station organizational schools. There were 12 organizations which reported they had no schools. The remaining 32 organizations did not answer, they might or might not have organizational schools.

The organizations which were represented by returned questionnaires contained 379 commissioned instructors and 1000 enlisted instructors. The formal and organizational schools ranged in size from one that required three enlisted instructors to one that required 27 commissioned and 238 enlisted instructors. They ranged in subject matter from the Amphibious Warfare School, Senior Course; to Individual Instruction (Band).

The average rank order of importance of selection criteria was:

1. Subject Proficiency
2. Experience
3. Personal Impression
4. Availability
5. GCT scores
6. Seniority

Written examination were used to establish Subject Proficiency in only 25% of the questionnaires returned. Most of the organizations used information from seniors and associates, interviews, or experience reported by the prospective instructor as a basis for establishing Subject Proficiency.

The five most often used methods of gauging the effectiveness of instructors were: performance of students on examinations, observation, performance of students at work, student critique of courses, and inspection.

Problems most often commented upon were availability, finding instructors with the desire to instruct, finding instructors who had the training or experience enabling them to instruct.

Comments concerning the best practical method of instructor selection were too varied to summarize, though each respondent tended toward the opinion that the method presently being used in his command is a good practical method.

Comments concerning the ideal method of instructor selection were likewise varied, but nine of them carried some idea that was concerned with the use of an Instructor Training Course for their instructors.

Due to the great range and diversity of answers received in the 36 completed questionnaires, it is concluded that there is no definite pattern of local methods and policies of instructor selection in formally organized schools and organizational schools paralleling them.

But there is a tendency to supplement the broad criteria laid down by Headquarters Marine Corps[1] with two more important criteria; Experience and Personal Impression.

Due to a lack of other, more exact facilities, instructors are selected almost entirely on the basis of the personal opinions of the selector and the instructors seniors and associates.

Due to the number of comments on Instructor Training Courses, ready reference files, instructor rating scales, increased information put on qualification cards, recruiting of instructors from civilian schools, use of Auditing Teams, Academic Inspectors, and others; it is concluded that the personnel now selecting instructors feel the present methods are not sufficiently effective and that more exact facilities, notably an Instructor Training Course, should be made available.

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[1] Technical background in subject(s) to be taught. Availability.

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APPENDIX "A"

NORTHWESTERN UNIVERSITY
OFFICE OF THE PROFESSOR OF NAVAL SCIENCE

22 February, 1949.

From: 1st. Lt. Eldon L. Little, Jr., USMC, (043978).

To:

Subject Completion of enclosure (A).

Enclosures: (A) Instructor Selection Questionnaire.
(B) Covering letter for enclosure (A).

1. It is requested that enclosures (A) and (B) be forwarded, for completion, to the officer responsible for the selection of instructors.

NORTHWESTERN UNIVERSITY
OFFICE OF THE PROFESSOR OF NAVAL SCIENCE

22 February, 1949.

From: 1st. Lt. Eldon L. Little, Jr., USMC, (043978).

To: Commanding Officer.

Subject: Instructors in schools of the U.S. Marine Corps, selection of.

Enclosures: (A) Instructor Selection Questionnaire.

1. Some original research into the present practises and policies of individual unit commanders in selection of officer and enlisted instructors is now being carried on for the Marine Corps by the undersigned officer at Northwestern University.

2. The objective of this research is to examine the procedures now in use, with the hope of finding a pattern that might be of value to the entire Marine Corps. Or, failing that, to find enough good ideas to build a standardized technique of instructor selection.

3. For the purposes of this research the term, "Instructor", will include all personnel instructing in formally organized Marine Corps schools and in organizational schools which parallel the formally organized schools. It does not include the instruction involved in regular organizational training only.

4. Material obtained from responses to enclosure (A) will be compiled and treated statistically. All returning covering letters and envelopes will be destroyed and no persons or units will be named in any report. All original material will be filed with Northwestern University by the undersigned, or disposed of as directed by Headquarters Marine Corps.

5. Cooperation of addressee officer and his associates is essential to this research if it is to have any scientific value and if conclusions drawn from it will be usable in other projects. It is earnestly requested that all questions be answered in full.

INSTRUCTOR SELECTION QUESTIONNAIRE

1. Number of officers in organization, _____.

   Number of enlisted in organization, _____.

2. Please mark the following considerations in the order of their general importance (#'s 1 to 6 or 7) to you as criteria in selecting instructors.

Off.	Enl.	
		Experience
		Personal Impression
		GCT Score
		Subject Proficiency
		Availability
		Seniority
		_____ (Other)

3. Does the relative importance of the criteria for selecting instructors vary with the subject matter to be taught? _____. (Yes or No) If the answer is, "Yes"please use the schedules below to show how.

_____
Subject Matter

Off.	Enl.	
		Experience
		Personal Impression
		GCT Score
		Subject Proficiency
		Availability
		Seniority
		_____ (Other)

_____
Subject Matter

Off.	Enl.	
		Experience
		Personal Impression
		GCT Score
		Subject Proficiency
		Availability
		Seniority
		_____ (Other)

_____
Subject Matter

Off.	Enl.	
		Experience
		Personal Impression
		GCT Score
		Subject Proficiency
		Availability
		Seniority
		_____ (Other)

_____
Subject Matter

Off.	Enl.	
		Experience
		Personal Impression
		GCT Score
		Subject Proficiency
		Availability
		Seniority
		_____ (Other)

4. What information is conveyed to you by the GCT score of any person?

5. What information is conveyed to you by the MAT score of any person?

6. List, in the order of their importance the attributes that make a successful instructor.

7. For the purposes of this research, instructors have been divided into ten (10) classes, called decile ranks. These classes are outlined below, and to the right of each class are two boxes, one marked, "Officers" and one marked, "Enlisted". Please enter the number of instructors in your command in each class, in the appropriate box.

	Off.	Enl.
Class 1 - spends 1% through 10% of his working time instructing.	___	___
Class 2 - spends 11% through 20% of his working time instructing.	___	___
Class 3 - spends 21% through 30% of his working time instructing.	___	___
Class 4 - spends 31% through 40% of his working time instructing.	___	___
Class 5 - spends 41% through 50% of his working time instructing.	___	___
Class 6 - spends 51% through 60% of his working time instructing.	___	___
Class 7 - spends 61% through 70% of his working time instructing.	___	___
Class 8 - spends 71% through 80% of his working time instructing.	___	___
Class 9 - spends 81% through 90% of his working time instructing.	___	___
Class 10- spends 91% through 100% of his working time instructing.	___	___
TOTAL	___	___

8. Do you choose (circle one) All, Some, None of your enlisted instructors?
   Do you choose (circle one) All, Some, None of your officer instructors?
   If you do not choose all of your instructors, who does?

9. List the ways in which you gauge the effectiveness of your instructors?

10. Do you determine subject proficiency of instructors by: ? (check one or more)

    ___ Written examination
    ___ Interview
    ___ Information supplied by his immediate seniors and his associates
    ___ Experience reported by him
    ___ Other (please specify) _____

11. Is there a problem in the selection of instructors? It is earnestly requested that the reasons behind any answer be given in full.

12. What method do you use, or recommend, as the best <u>practical</u> method of selecting instructors?

13. What method do you recommend as the <u>ideal</u> method of selecting instructors?

THANKYOU FOR YOUR COOPERATION

APPENDIX "B"

Marine Barracks,
U.S. Naval Base
Boston 29, Mass.

7 January, 1949.

Dear Lieutenant Little.

I am answering your letter of 22 December, 1948 for the Commanding Officer. I am using this form as I think it will be easier to get my points across.

On examining your letter and questionnaire I recognize, of course, that it represents lots of work and lots of thought on your part. In addition, it shows no little amount of initiative. However, I cannot help feeling that as far as unit training is concerned, as distinguished from school training, you are on the wrong track. To exemplify what I mean, I am going to take a battalion as a typical organization. It's the accepted procedure that the battalion commander issues general training instructions and training schedules, that the company commanders for the most part push the process down to the platoons, and that the platoons actually conduct the school. In short, it will normally be the platoon commander, assisted by his squad leaders and other platoon NCO's who do practically all the instruction.

That procedure is the accepted one. I feel that it is a good one. Instruction by platoon and squad leaders, and holding them responsible for the accomplishment of training, brings many desirable results in a military organization. It builds small unit spirit and feeling of solidarity. It develops in officer and NCO personnel the qualities of leadership and initiative. It tends to make them feel more responsible for the men under their command. In addition, instruction as such is helped in that the men get more individual attention. This procedure is one of decentralization of responsibility. That principle is the foundation stone upon which military organizations rest in time of war. It should accordingly be employed whenever possible in time of peace as part of training for war. I feel it possible that by conducting battalion schools with battalion instructors, I could have somewhat better instruction than I would have under the present system. However, I feel that I would also have a worse battalion.

Considering the case in that light, the problem appears to me to be rather one of developing ability as instructors among the officers and NCO's, which are assigned, and then supervising their methods and checking the results they obtain rather than a question of selecting instructors.

Of course, unit NCO and officer schools are normally on a more centralized basis and there might be more of a problem of selection there. However, when those schools are conducted at their normal levels, the experience of possible instructors so greatly narrows the field that the problem does not become acute even in that case.

In short, this all comes down to the point that ability to instruct any program of unit training is a necessary tool and trade of any line officer or NCO. It is the job of a commanding officer to develop the ability of such personnel assigned to him and to hold them responsible for obtaining results. If they fail here, they simply fail as officers or NCO's.

Possibly I may have failed to see the point of your inquiry. If so, what I have had to say should at least indicate changes in your covering letter. Wishing you all good luck.

Sincerely yours,

W. F. Harris,
Lieutenant Colonel, U.S. Marine Corps,
Executive Officer

HEADQUARTERS U.S. MARINE CORPS
Washington

January 19, 1949.

Lieutenant Eldon L. Little, Jr.
Room 152, B.O.Q.
Naval Air Station
Glenview, Illinois

Dear Lieutenant Little:

I am returning the sample copy of the questionnaire that you are proposing to send to the field. You will find our pencilled comments on the margin at points where the meaning of the particular question seems unclear or ambiguous. In addition we have the following comments to make about the questionnaire:

1. Define "instructor" - this should include all personnel instructing in formally organized Marine Corps schools and in organizational schools which parallel the formally organized schools. It should not however, include persons whose duties include the instruction involved in regular organizational training only.

2. ...

3. ...

Sincerely yours,

B. D. Godbold /S/

B. D. Godbold /T/
Lieutenant Colonel, USMC

HEADQUARTERS UNITED STATES MARINE CORPS
Washington 25, D. C.
PERSONNEL RESEARCH DIVISION

24 February 1949

Lieutenant Eldon L. Little, Jr.
Room 152, B.O.Q.
Naval Air Station
Glenview, Illinois

Dear Lieutenant Little:

The envelopes you requested are being forwarded by the Quartermaster. Since they will probably be shipped from Philadelphia, they will not reach you until about 10 March 1949.

In regard to Paragraph 3 of your letter, a check with the Research Activities of the Navy, Army, and Air Force revealed that no studies pertaining to Instructor Selection have been made.

Sincerely yours,

B.D. Godbold /S/

B. D. Godbold /T/
Lieutenant Colonel, USMC

Navy Department
BUREAU OF NAVAL PERSONNEL
Washington 25, D. C.

11 May 1949

Lt. Eldon L. Little, Jr., USMC
c/o Professor of Naval Science
Naval Reserve Officers Training Unit
Northwestern University
Evanston, Illinois

Dear Lt. Little:

In reply to the questions listed in your letter of 26 April 1949, the following information is provided:

1. The GCT given in the Marine Corps is identical with the AGCT.

2. The GCT is called the General Classification Test; the MAT is called the General Mechanical Aptitude Test. No other names are used.

3. If "official definition" is taken to mean a statement of the functions tested, the GCT may be said to measure general learning ability. Verbal, numerical, and spatial material is included. The MAT measures mechanical comprehension.

4. Both tests currently use the correction for guessing in obtaining the raw scores: S equals R minus W/3.

5. For each test the raw scores are translated into standard scores, with a fixed mean of 100 and sigma of 20.

6. The coefficients of reliability of the two tests are in the vicinity of .91 to .95 for World War II populations. Validities vary with the criteria used. In other words validity is a function of the use to which the test is put, rather than a quality inherent to the test itself.

I am sorry for the delay in answering your letter. We have been extremely busy here and I had to ask someone else to obtain the specific information needed.

Yours very truly,

E. D. Carstater /S/

E. D. Carstater

APPENDIX "C"

Technical Subjects
Subject Matter

Off.	Enl.	
___	4	Experience
___	1	Personal Impression
___	5	GCT Score
___	3	Subject Proficiency
___	2	Availability
___	6	Seniority
___	___	_____ (Other)

Tactical Subjects
Subject Matter

Off.	Enl.	
___	3	Experience
___	1	Personal Impression
___	4	GCT Score
___	5	Subject Proficiency
___	2	Availability
___	6	Seniority
___	___	_____ (Other)

Technique of Command
Subject Matter

Off.	Enl.	
1	1	Experience
6	7	Personal Impression
7	6	GCT Score
2	2	Subject Proficiency
3	5	Availability
4	3	Seniority
5	4	Teaching Ability (Other)

M1 Rifle
Subject Matter

Off.	Enl.	
1	2	Experience
6	6	Personal Impression
5	5	GCT Score
2	1	Subject Proficiency
4	4	Availability
7	7	Seniority
3	3	Teaching Ability (Other)

Interior Guard Duty (Local)
Subject Matter

Off.	Enl.	
1	1	Experience
6	6	Personal Impression
7	7	GCT Score
2	2	Subject Proficiency
4	5	Availability
5	4	Seniority
3	3	Teaching Ability (Other)

Technical subjects
Subject Matter

Off.	Enl.	
___	3	Experience
___	6	Personal Impression
___	4	GCT Score
___	2	Subject Proficiency
___	1	Availability
___	7	Seniority
___	5	Teaching ability (Other)

Motion Picture Camera Repair
Subject Matter

Off.	Enl.	
___	3	Experience
___	5	Personal Impression
___	6	GCT Score
___	2	Subject Proficiency
___	1	Availability
___	7	Seniority
___	4	M.A.T. Score(Other)

Highly Technical Subject
(Example: Radar, Com. Eng.)
Subject Matter

Off.	Enl.	
4	___	Experience
3	___	Personal Impression
6	___	GCT Score
2	___	Subject Proficiency
5	___	Availability
7	___	Seniority
1	___	Ability to Present Inst. (Other)

Field Formations (Read & F.M.S.)
Subject Matter

Off.	Enl.	
___	3	Experience
___	1	Personal Impression
___	6	GCT Score
___	2	Subject Proficiency
___	4	Availability
___	5	Seniority
___	___	_____ (Other)

Shop Work (practical)
Subject Matter

Off.	Enl.	
1	1	Experience
3	3	Personal Impression
4	4	GCT Score
2	2	Subject Proficiency
5	5	Availability
6	6	Seniority
___	___	_____ (Other)

Small Arms Weapons Mechanic
Subject Matter

Off.	Enl.	
___	3	Experience
___	4	Personal Impression
___	2	GCT Score
___	1	Subject Proficiency
___	6	Availability
___	5	Seniority
___	___	_____ (Other)

Ballistics
Subject Matter

Off.	Enl.	
2	___	Experience
4	___	Personal Impression
5	___	GCT Score
1	___	Subject Proficiency
6	___	Availability
3	___	Seniority
___	___	_____ (Other)

Rehearsals (Band)
Subject Matter

Off.	Enl.	
___	2	Experience
___	3	Personal Impression
___	6	GCT Score
___	1	Subject Proficiency
___	4	Availability
___	5	Seniority
___	___	_____(Other)

Individual Instruction(Band & FMS)
Subject Matter

Off.	Enl.	
___	2	Experience
___	3	Personal Impression
___	6	GCT Score
___	1	Subject Proficiency
___	4	Availability
___	5	Seniority
___	___	_____(Other)

Leadership Evaluation Section
Subject Matter

Off.	Enl.	
1	___	Experience
3	___	Personal Impression
4	___	GCT Score
5	___	Subject Proficiency
6	___	Availability
7	___	Seniority
2	___	Service Reputation

(Other)

Weapons
Subject Matter

Off.	Enl.	
2	___	Experience
4	___	Personal Impression
5	___	GCT Score
1	___	Subject Proficiency
6	___	Availability
___	___	Seniority
7	___	Service Reputation
3	___	(Other)

Tactics
Subject Matter

Off.	Enl.	
1	___	Experience
4	___	Personal Impression
5	___	GCT Score
3	___	Subject Proficiency
6	___	Availability
7	___	Seniority
2	___	Service Reputation

(Other)

Shop or Practical Work
Subject Matter

Off.	Enl.	
3	3	Experience
1	1	Personal Impression
6	6	GCT Score
2	2	Subject Proficiency
4	4	Availability
7	7	Seniority
5	5	Speaking Ability (Other)

Unrelated to Primary Mission of Unit
Subject Matter

Off.	Enl.	
2	2	Experience
5	5	Personal Impression
4	4	GCT Score
3	3	Subject Proficiency
1	1	Availability
6	6	Seniority
___	___	_____ (Other)

Technical Information
Subject Matter

Off.	Enl.	
2	2	Experience
3	3	Personal Impression
4	4	GCT Score
1	1	Subject Proficiency
5	5	Availability
6	6	Seniority
___	___	_____(Other)

Mechanical subjects
(Demonstration pri. method)
Subject Matter

Off.	Enl.	
2	2	Experience
4	4	Personal Impression
6	6	GCT Score
3	3	Subject Proficiency
1	1	Availability
5	5	Seniority
___	___	_____(Other)

Subjects taught solely
by lecture method
Subject Matter

Off.	Enl.	
1	1	Experience
4	4	Personal Impression
6	5	GCT Score
2	2	Subject Proficiency
3	3	Availability
5	6	Seniority
___	___	_____(Other)

GENERAL CLASSIFICATION TEST SCORES--SCHOOLS

1. The GCT score conveys the man's speed in learning and if ambitious and interested in the subject matter, his standing in the class will generally correspond to the average group in which his GCT score falls.

2. An indication of the person's ability to analyze and to learn.

3. It is a gauge of his mental capacity, an indication of his inherent intelligence, his education and general experience, and of his ability to learn.

4. Measures a person's mental potential, i.e., general intelligence.

5. The GCT conveys the impression of a person's ability to grasp instruction - and of his ability to retain such instruction and knowledge. Further, it is a guide under which a person's comparative intelligence can be approximated.

6. The composite ... GCT score is an indication of the individual's ability to learn. The use of the ... Standard Score enables you to compare the potential instructor with the entire ... population. The components of the composite score, namely - Reading and Vocabulary, Arithmetic Reasoning, Arithmetic Computation and Pattern Analysis, have much to offer in specialized fields.

7. Individual's ability to learn.

8. Ability to learn.

9. The general, overall extent of education of the person concerned. His mental capacities and ability to learn. I do not believe that the GCT reflects his proficiency in any one subject, but rather a variety of subjects.

10. Ability to learn.

11. None pertaining to this type of instruction.

GENERAL CLASSIFICATION TEST SCORES--FMF BATTALIONS

12. The learning potential of the individual.

13. The man's inherent intelligence.

14. His capacity to comprehend and absorb instruction, the degree of alertness of mind and indication of general knowledge. In short, it is the yardstick of his ability to learn.

15. General aptitude of the individual.

16. The ability of an individual to learn, and reason, as distinguished from his previous knowledge or training.

17. His overall intelligence and ability to grasp and understand a situation that has been explained or presented to him. His common sense.

18. The GCT score gives me a lead to the native intelligence of the man concerned. From that I try to pick the people who are able to learn and absorb the subject matter.

19. The GCT score of a person indicates and conveys, the the undersigned, his general ability, plus his constructive ability and to a certain extent his amount of experience in classified subjects.

GENERAL CLASSIFICATION TEST SCORES--POINTS AND STATIONS

20. A combination of background so far as education from schooling and personal experience is revealed. Native intelligence and learning ability - excepting the "common sense" factor - can be deduced to some extent. Naturally, there are exceptions, but on the whole a GCT is a fairly accurate rating of a man's overall worth.

21. The GCT score is a fairly reliable indication of the subject's ability to learn and adapt himself.

22. GCT indicates the general intelligence but not necessarily instructor ability.

23. The ability to absorb and interpret - general knowledge facts with an average median based on a score of 100.

24. Simply that the individual has a capacity for learning.

25. Intelligence of person.

26. The ability of the person to absorb rapidly and remember things which he learned, i.e., "learnability".

27. Persons ability to think and solve problems promptly.

Two respondents did not answer this question.

MECHANICAL APTITUDE TEST SCORES--SCHOOLS

1. Of no practical value in this type school.

2. An indication of the person's knowledge and concept of mechanics.

3. His inherent aptitude in the field of practical mechanics.

4. Mechanical adaptability.

5. Not considered.

6. The MAT score is generally indicative of the individual's ability to learn, understand, retain and apply information as pertains to mechanics.

7. Sense of rhythm.

8. Measures the specific aptitude of a person along mechanical lines.

9. A person's aptitude toward mechanical trades, and his ability to apply such aptitude. The test would also indicate that the tested person had some previous mechanical experience.

10. The individual's mechanical potentialities.

11. Ability to make practical application of knowledge.

12. The general, overall mechanical ability or capacity to learn of the person concerned. This test should reflect past interest on the part of the person concerned, relative to certain basic mechanical fields. It should indicate that the person concerned would be likely to succeed in certain fields. I think that the M.A.T. is more likely to be a true reflection of a group of people rather than each person individually.

13. None pertaining to this type of instruction.

MECHANICAL APTITUDE TEST SCORES--FOR BATTALIONS

14. The ability of a person to make logical deductions from statements, regardless of how expressed (i.e., expressed in words or figures).

15. The mental and physical coordination potential of the individual.

16. His mechanical potential.

17. The extent to which he may be said to be "mechanically inclined", or interested in things of a mechanical nature.

18. Mechanical aptitude in such a general manner as to make it practically worthless.

19. The general mechanical aptitude of the person.

20. The ability of a person to reason or learn and work in terms of mechanical instruments, tools, equipment, etc., as distinguished from previous training and experience.

21. Same as GCT above except that MAT pertains to mechanical or similar subjects and situations.

MECHANICAL APTITUDE TEST SCORES--POSTS AND STATIONS

22. The MAT score is a generally dependable indication of mechanical aptitude.

23. MAT indicates general mechanical ability but not necessarily instructor ability.

24. His relative aptitude for and speed of learning things mechanical. Also will indicate to some degree his powers of observation, deduction, perception. Interest in mechanical subjects.

25. The ability of the man to assimilate information of a mechanical nature quickly.

26. The ability to interpret mechanical, etc., functions. Average median score of 100.

27. That the individual has certain manual dexterity and possibly mechanical ability.

28. Ability of persons to grasp situations readily.

29. Familiarity with things mechanical; i.e., systems of levers and gears and how parts affect each other and a familiarity with basic electrical laws.

30. Person's ability to solve mechanical problems promptly.

PROBLEMS IN SELECTION--SCHOOLS

1. None.

2. No. When instructor vacancies occur, personnel having desired qualifications are made available for interview and trial. An instructor who proves unsatisfactory is replaced on request to Headquarters Marine Corps.

3. Yes. 1. The number of experienced noncommissioned officers in the subject matter instructed is exceedingly small, and is limited to the personnel of this Post.

2. In numerous cases, an available experienced noncommissioned officer in the subject matter instructed is approximately the same age of the students which places the instructor at a disadvantage as to authority and discipline.

4. Yes. 1. Living conditions are worse where the school is located than in other areas where the men may work.

2. Instructing is hard work - harder than other jobs where the pay is the same.

3. Good instructors are transferred every three years where it may take two years for him to become proficient.

5. Yes, in the case of officer instructors ... who are very limited in that instructors must be chosen from nine (9) officers available to perform all functions of this battalion.

No, ... in the case of enlisted instructors. Instructors are picked from outstanding graduates of the school. This allows six months close observation of the prospective instructor as a student.

6. No. Since all ... officers are ex-enlisted men who have spent years in the ... field, they are personally acquainted with the merits of their NCO's and therefore, have no problem in making selections for instructors.

7. The major problem is administrative in nature. A majority of our instructors come from the student group of this school upon graduation. Due to exigencies of the service, it often occurs that Headquarters, Marine

Corps selects for other duty many of those officers who are considered the best instructor material.

8. I cannot, at this time, definitely state that there are problems connected with the selection of instructors. Because of the location of this school, it is a natural channel for the routing of transferred ... personnel. Many of them indicate a desire to remain on this post for instructor duty.

   If there is an apparent problem, it is only in the fact that few of the potential instructors possess the general knowledge that would be desirable. I refer to such general subjects as "sound powered telephones", "signal communications", and the like.

9. Individuals possessing all desirable qualifications are not always available.

10. Yes. No one person in our organization has all the attributes of a top notch instructor. The field is highly technical and apparently the technically qualified men are not available to us as Marines. Training aids are also limited.

11. Yes. Unavailability of qualified instructors.

12. All class instructors are graduates of the school.

PROBLEMS IN SELECTION--FMF BATTALIONS

13. There is no problem in the selection of instructors for the subjects covered by this organization other than the availability of officer instructors.

14. None.

15. Yes. Turnover in personnel makes it necessary to be selecting new instructors continuously. It is impossible to avoid an unfortunate selection of an instructor occasionally when there is insufficient time to go through all the steps listed above in checking subject proficiency.

16. Higher echelon orders, NCO's (and officers) by name and rank for TAD, etc., Examples: 1) Personnel for higher echelon motor repair pools, and schools; 2) Other schools and TAD; 3) Camp sponsored varsity sports teams; 4) constant turnover in NCO's; 5) escort details; etc. We

have no assurance that a well qualified instructor will remain available to us. Other than that we have no particular problems.

17. Numerous requirements by additional duties, makes availability of training instructors acute.

18. No. This battalion has a large number of specialized jobs that are broken down into numerous special sections and platoons. In each case there are competent instructors either officer or NCO that we use for formal, semi-formal, and on the job training.

19. The problem of instructors ... lies in the lack of experience in both the officers and men within the organization. Informational material is available but in this organization, experience is invaluable to the instructor, this should be taken care of by repeated maneuvers.

20. No particualr problem is encountered in selecting instructors ... .

PROBLEMS IN SELECTION--POSTS AND STATIONS

21. Yes. The main difficulty lies in non-commissioned officers who are proficient both in the ability to instruct and in knowledge of subject matter.

22. There is a problem in the selection of instructors because the ability to put across knowledge to a student is possessed by few. There are many who possess sufficient knowledge of the subject but who do not know how to impart this knowledge.

23. Yes, instructors must be meture in bearing and judgment and have had actual experience in whatever they are teaching. Several of our original instructors were young and inexperienced. These men could not hold the interest of any class for any length of time. This resulted in a lower type graduated student. This problem has since been "done away with" in that we have exchanged older type men for the new.

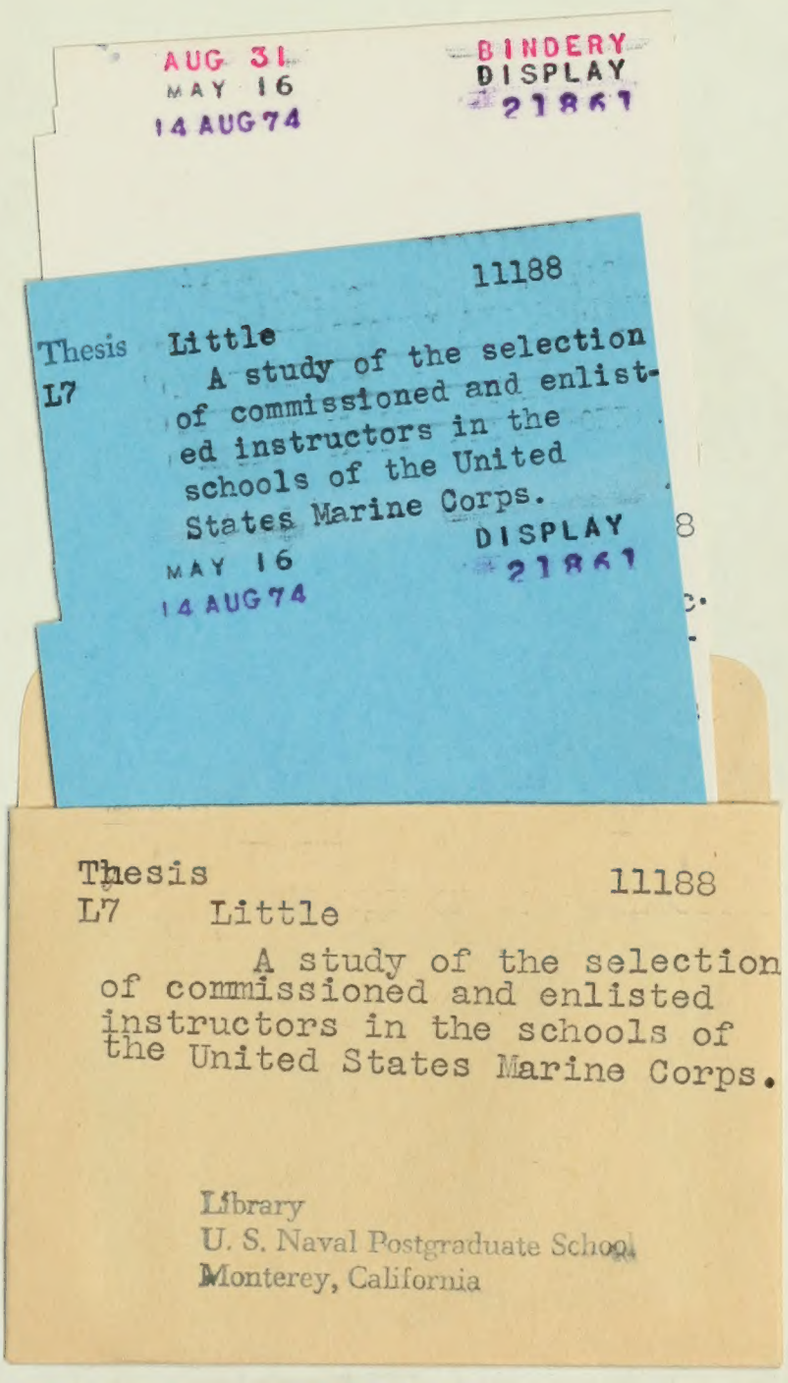
24. Main problem is getting instructors to teach properly --

1. Use of training aids.
2. Preparation of classes.
3. Making lectures interesting, etc.

25. Even if my three first points (personal appearance, speaking ability, knowledge of the subject) are present in an instructor the one not mentioned is actually want to be an instructor. Frankly, I look for this last point first, feeling that the rest will follow along.

26. Greatest problem is in locating instructors who are effective public speakers. Many instructors have aptitude for teaching, and can master subject material, but majority of instructors are limited in effective presentation of given material due to poor speaking technique.

One respondent did not answer this question.



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